

CORNELL UNIVERSITY OFFICIAL PUBLICATION

ANNUAL REPORT

OF PRESIDENT

EDMUND EZRA DAY

FOR THE YEAR

1942-43

With Appendices containing a Summary of
Financial Operations and Reports of
the Deans and other Officers

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REPORT OF THE PRESIDENT, 1942-1943

To the Board of Trustees of Cornell University:

I have the honor to present the following report on the University for the academic year 1942-43, the sixth year of the present administration. The year's operations are described in greater detail in the accompanying reports of the deans, directors, and heads of independent services. These fuller accounts I commend to your attention. The complete financial report of the Treasurer of the University goes to you in a separate volume.

The academic year 1942-43, which was the fourth year of the present World War and the second year of participation by the United States as an active belligerent, might be called, for American colleges and universities, the Year of the Great Transition. It was a year of transition from a student body that was almost entirely civilian to one that was largely military—at least so far as its male membership was concerned. It was a year of transition, too, from a period of vacillation and uncertainty to one of decision and planned program.

At the outset, in July 1942, higher education throughout the land was in a state bordering on complete confusion. No one then knew how educational institutions were to share in the war effort, beyond the important but specialized research activities begun long before Pearl Harbor. By the end of June, 1943, plans had been adopted whereby hundreds of institutions were swinging rapidly into important and effective participation in the nation's war program. The twelve months intervening was a period that was as trying for colleges and universities as could well be imagined.

ENLISTMENT PROGRAMS

In July, 1942, enlistment in reserve programs for college men was governed by a joint announcement made by the Secretary of War and the Secretary of the Navy on June 10. The purpose of this announcement had been (1) to put an end to competition among the several enlistment programs that had been offered on college campuses during the preceding months, and (2) to set up an orderly subsequent procedure. So far as Cornell was concerned, the most important part of the announcement was a provision that men in institutions in which Basic Army R.O.T.C. was compulsory could not enlist in the Naval Reserve, but could enter only the Army Enlisted Reserve with the privilege of expressing preference for service in the Navy or Marine Corps, transfer to the preferred branch to be effected at the time of call to active duty.

In mid-June, the University had been advised of the quotas for the Army Enlisted Reserve, but the significance of the quotas and the methods of enlistment remained unsettled. Adding to the difficulty of the situation was the fact that many high school students

planning to enter Cornell had enlisted in the Naval Reserve and were in considerable doubt as to their status when it was made known that no provision was in sight for a quota of Navy men at Army R.O.T.C. institutions. A succession of announcements, issued during the summer by the armed services, did little to improve matters. It was altogether fortunate that a central office had been established by the University for the Committee on Student War Service, and that Professor A. W. Gibson, Chairman of the Committee, had been designated Armed Forces Representative with facilities and staff to meet the exigencies of his increasingly responsible assignment. Through this office, students were kept advised of developing programs, and provision was made for the submission of applications for enlistment through the armed forces representative.

At Cornell, as at other institutions throughout the country, reserve enlistments during the summer of 1942 were few. It was anticipated that there would be some increase when students returned in larger numbers in the fall. In this connection the University faced an important question of policy: What attitude should be taken with respect to the enlistment of students in the Reserves? Should it encourage them to enlist, discourage them, or be non-committal? Upon the whole it seemed clear that colleges and universities should cooperate wholeheartedly with the armed services in making the reserve programs for college men effective. Accordingly, Cornell undergraduate men were given to understand that the University's attitude was one of strong support for the programs that the Army and the Navy had adopted.

It will be remembered that when the services first announced these reserve programs it was stated that students who enlisted, though they would be subject to call to active duty "when the exigencies of war demanded," might expect to remain in inactive status long enough to obtain their degrees. That the national interest would not long permit the withholding of so much manpower from Army ranks may seem obvious in retrospect; but at the time, college men of military age had in large measure become convinced that the national interest favored the continuation of their academic training. It was, therefore, a startling surprise to the many students affected when the Secretary of War, on September 10, announced that members of the Army Enlisted Reserve would be called to active duty at the end of the term in which they reached selective service age. It was generally agreed, at the time, that the draft age would shortly be lowered to eighteen, and a substantial part of the Cornell undergraduate body thus suddenly and unexpectedly faced fairly early induction.

In general, the prospect of military service appealed to Cornell students. This was demonstrated in the large number of withdrawals for voluntary enlistment in the months following Pearl Harbor, and the obvious reluctance with which many undergraduates re-

mained in college instead of going directly into uniform. The announcement of September 10, however, seemed to indicate a reversal of national policy so far as the handling of college men was concerned, and demanded still another adjustment of the undergraduate viewpoint. Despite the doubt and uncertainty which the announcement of Secretary Stimson created, and despite continued comment and speculation from official and unofficial sources alike, Cornell students maintained good morale throughout this period.

As anticipated, enlistments in the Army Enlisted Reserve were greatly accelerated during the fall. The stipulation against direct enlistment in branches of service other than the Army was lifted, and by the first of December approximately 1450 students had enlisted in a reserve program for eventual service in the Army, the Navy, or the Marine Corps. Total recorded enlistments eventually exceeded 1600, and there were unquestionably others not reported. Applications for enlistment were in excess of 2200. Not included in these figures were some 460 men in Advanced R.O.T.C. On December 5, the Army and Navy stopped further enlistment except for those men whose applications had already been submitted and whose cases were already under consideration.

The course of future college training for service with the Armed Forces was outlined in the announcement on December 12, 1942 of the new Army A-12 and Navy V-12 programs. Under these two programs, students were to be inducted and put in uniform, then sent to college for prescribed courses of training offered under contract between the services and the institutions to which A-12 and V-12 units were assigned. The programs were not to become operative for some time, but the announcement of their establishment had the effect of clearing the air and fixing the pattern for the future handling of college personnel and facilities by the services. The most significant difference between the Army and Navy plans was that under the Army plan men were to be assigned to A-12 units only after they had completed the regular thirteen weeks of basic training in regular Army camps. Under the Navy plan, men were to be admitted directly to V-12 units without basic training off campus.

The reservists at Cornell, as the first term in 1942-43 drew to a close, fell into two groups: the Army group, which had been told on September 10 that induction was imminent, and the Navy-Marine Corps group, which was eligible for the new V-12 program and which could anticipate continuation at the University at least until the end of the academic year. On January 27, 1943, during the course of final midyear examinations, the Army issued a directive that the various service commands were to call the Enlisted Reserve to active duty "at the end of the first academic period completed after December 31." This was the first definite word that had been

issued on the date of call since the September 10 announcement by the Secretary of War. Obviously there was no way for the Army to put in motion the machinery that would call Cornell reservists until a substantial part of the second term had elapsed. Students in the Army Enlisted Reserve were therefore encouraged to return to the University for the second term and complete as much work as possible, rather than to wait at home for a call that might be weeks or months in coming. On February 10, the University Faculty took action granting students who remained in college until March 20, and who were then called into military service, full academic credit for those courses in which they were in good standing at the time of withdrawal. On March 12, word was received that the Army Enlisted Reserve would be called within the ensuing week or ten days. Exceptions were allowed for sophomores, juniors, and seniors majoring in engineering, biochemistry, chemistry, mathematics, meteorology, physics, and psychology. These students, together with the pre-medical, pre-veterinary, and veterinary were permitted to stay on until the end of the year.

Negotiations with representatives of the Army and Navy for establishment of A-12 and V-12 units at Cornell were undertaken promptly and continued through the winter and spring months. By May it was fairly clear that the training programs that might be expected to come to the University in due course were the following:

Army

Basic
Area and language
Personnel psychology
Veterinary
Pre-medical
Medical (in New York City)

Navy

Basic (including Marines)
Engineering
Pre-medical
Medical (in New York City)

The first contingents of Army men arrived on campus early in June. By the middle of the month the number of Army men actually in training was about 600. Arrangements had by that time been completed for some 1640 in the Navy V-12 program, including about 300 Marines, to reach the campus on July 1, 1943.

The situation at the end of the year was, on the whole, gratifying. The confusion that had existed twelve months earlier was at an end. Men of college age were offered an opportunity, under A-12 and V-12, to train for military service in the colleges and universities, under the orders and discipline of the branch in which active field duty would later take them. Institutions of higher learning were assured that the Army and Navy would make effective use of their facilities and staffs. The outlook for 1943-44, so far as the part of the colleges in the war effort was concerned, was at last encouraging.

THE UNIVERSITY CALENDAR

The idea of accelerating programs of instruction gained such headway in the months following Pearl Harbor that by July, 1942, the various schools and colleges were operating on the following schedules: The Medical College and the Veterinary College were conducting year-around programs that were compulsory for all regular students; the Law School, the Engineering College, and the College of Architecture were conducting special summer terms of full length, but were leaving attendance at these summer terms optional with the students; and the Colleges of Arts and Sciences, Agriculture, and Home Economics were allowing students to earn as much as a full term's credit during the summer by taking advantage of the expanded offering of the regular Summer Session.

The effect of the accelerated program was apparent by the end of the first term of 1942-43, when a class of 263 students completed the requirements for graduation and received degrees in a special Commencement ceremony held in Bailey Hall on January 24, 1943. The regular Commencement exercises, at the end of the spring term, were held in Bailey Hall on May 24, and were unique in that they were punctuated by a daylight air raid practice alert.

The Calendar for 1942-43 provided for terms of fifteen weeks, instead of the usual sixteen weeks, in all divisions of the University at Ithaca. It was fully realized, after the diversified arrangements made for the summer of 1942, that standardization of acceleration was required for an effective operating schedule. Accordingly, plans were made for three terms during the year 1943-44 in all Colleges except the College of Agriculture, attendance to be expected of all students throughout the year. An exception was made for students in Agriculture in order that they might engage in farm work, where they were urgently needed, during the period allotted in other parts of the University for the summer term.

No instruction was offered during the period between May 24 and July 1, 1943, when the first term of the year 1943-44 was to begin. This interval of five weeks was essential for the planning of the work to be offered under the Army and the Navy College Training Programs, and for the preparation of facilities for handling the large service units being brought to the campus. The army group, which started work on June 14, followed a curriculum that required instruction to be given in units of twelve weeks. This demanded a special type of schedule, and could not be adapted to the University's regular calendar. The Navy group, which was to start July 2, 1943, was to follow a curriculum adapted to the semester system, with terms of sixteen weeks each. Accordingly, the University Calendar for 1943-44 was planned to coincide with the Navy program for the year, with three terms of sixteen weeks each under the accelerated program.

SPECIAL WAR TRAINING PROGRAMS

The year 1942-43 was marked by the establishment of significant new wartime instructional programs, and by the expansion of others already in existence.

On July 1, 1942, 625 student officers were ordered to Cornell for study in the Naval Training School, under the command of Captain B. W. Chippendale, USN; 250 more arrived on August 1, and the enrollment in the School since that date has varied between 800 and 1000 men. Diesel engineering, which had been offered for more than a year under an arrangement made between the Navy and the Engineering, Science, and Management War Training Program here, was absorbed in the new school. Officers assigned to Cornell for indoctrination comprised the larger part of the student personnel, and for a short time men scheduled to take work in communications were included. The latter group was detached in September, however, for assignment elsewhere. The curricula in Diesel engines and indoctrination have remained as permanent features of the school.

Two special offerings were added to the Naval Training School during the year. In November, a program for training Naval officers in steam engineering was established in cooperation with the School of Engineering. Between 100 and 140 officers have constituted the normal enrollment of the steam program. A short course for training officers to instruct in Diesel engines, in cooperation with the College of Engineering, the School of Education, and the Department of Speech, was held during April and May.

The Civilian Pilot Training Program, which had been established at Cornell in 1939 under the auspices of the Civil Aeronautics Administration, was turned over to the instruction of Naval aviation cadets on July 1, when 30 men were assigned here for this work. The course was eight weeks in duration at the outset, and included 240 hours of ground school and 40 hours of flight training given at the local airport by the Ithaca Flying Service. During the course of the year the number of men was increased, until enrollment in June was 100. The period of training was extended by the addition of four weeks of intermediate work to the original eight weeks of ground school and flying.

Participation in industrial training programs kept pace with the work for the armed services. Cornell was one of a limited number of institutions requested by the Curtiss-Wright Corporation to set up a special curriculum for young women. Girls selected from leading colleges and universities throughout the country arrived in February to begin the ten-months intensive Curtiss-Wright Cadette Training Program, under the College of Engineering. Upon successful completion of the course, the cadettes will enter the engineering departments of Curtiss-Wright plants in Buffalo.

Off the campus, the broad program of training for war industry was conducted with continued and increasing success by the Engineering, Science, and Management War Training Program, directed by the College of Engineering, and sponsored by the U. S. Office of Education. Instruction was given at sixteen important centers of war industry throughout the year, the third in which this emergency extension offering in engineering has been made. A total of over 9000 students from 400 cooperating companies were enrolled, as compared with some 7000 enrolled during the year preceding.

While much stress was laid upon the special war courses set up for service men and for industrial workers, the question of emergency training for regular students, over and beyond their normal curricula, was carefully considered. On the whole, the demands of scientific courses and accelerated study took care of any opportunity for additional work that men students might have had. Their job was to finish undergraduate requirements as quickly as possible, in order to enter the armed forces or industry, and this absorbed all of their energies. Women students, on the other hand, were in many instances able and anxious for short term instruction looking toward emergency jobs, as well as for guidance toward broader vocational objectives that had assumed unprecedented significance in the light of the war situation.

Short term instruction was offered in secretarial work designed to equip girls to help meet the shortage of office employees, but the pressure of intensified academic duties in normal course restricted the scope of enrollment. The urgent need for women of a high degree of professional training in special fields, and the opportunities for getting this training in regular curricula at the University, was stressed by a cooperative endeavor of the Counselor of Students for Women, the College of Engineering, the College of Home Economics, and the College of Arts and Sciences. A survey among undergraduate women revealed an active interest in business and industry, home economics, nursing and health services, foreign service, and education. This type of assistance in the long range vocational planning of undergraduate women, to supplement the effective programs already in operation in certain divisions of the University, seems to offer sound possibilities for future development.

THE SCHOOL OF NURSING

A significant addition to the scope of the instructional program was made on July 1, 1942, when the New York Hospital School of Nursing was formally affiliated with the University under the name of the Cornell University-New York Hospital School of Nursing. This move further cemented the excellent relationships which the University has had for many years with the Hospital in the operation of the Medical College, and brought within the framework of the University a professional curriculum of recognized importance. The New York Hospital was a pioneer in the field of

nursing education, and the tradition and reputation of the Hospital School have long been outstanding.

Students entering the School of Nursing with a background of two years of college work are eligible for the University's new degree of Bachelor of Science in Nursing, upon completion of the three-year course in the School. The first students successfully to complete the requirements for a Cornell degree in nursing were graduated in January, 1943, when ten young women received their diplomas.

Miss Lucile Petry, a graduate of the Johns Hopkins School of Nursing, and more recently a member of the faculty of the School of Nursing at the University of Minnesota, was appointed Dean of the Cornell University-New York Hospital School of Nursing and Director of the Nursing Service in the New York Hospital, the appointment to become effective July 1, 1943. Miss Petry was subsequently granted leave of absence to continue an emergency assignment as Director of the Division of Nurse Education in the United States Public Health Service, under the Surgeon General's office. Miss Bessie A. R. Parker, for many years Director of the New York Hospital School of Nursing, has continued as Acting Dean and has been in large measure responsible for the gratifying administrative relationships that have been established between the School and the University during the critical period of initial adjustment.

RESEARCH PROGRAMS AND THE WAR

Extensive research of immediate importance to the war effort was conducted on an increasing scale in many fields. A substantial part of this research was done with financial support from the Federal Government, from the State, and from industry. Staff members initiated other projects, which developed with such promise that they soon received official recognition. As might be expected, the most noteworthy undertakings in war research were developed in the Departments of Chemistry and Physics in the College of Arts and Sciences, the College of Engineering, the Medical College, the School of Nutrition, and in the College of Agriculture. Much of the work in the scientific and specialized fields—especially that conducted under Federal sponsorship—was highly confidential and cannot be described at this time.

The research programs in the Colleges of Agriculture, Home Economics, and Veterinary assumed added significance through the importance of agricultural production and utilization of agricultural products. Studies on weather, farm prices, farm labor supply and distribution, farm machinery, fertilizers, insecticides, fungicides, transportation, seed supplies, high-protein feeds, and food packaging, processing and storing were given special emphasis by the College of Agriculture. The research program of the New York State Agricultural Experiment Station at Geneva offered parallel studies on problems of food supply and preservation. The

normal work of the Veterinary College on animal diseases and of the College of Home Economics on food values, food preparation, and clothing, similarly carried a special bearing on the national interest in a war situation.

Perhaps no division of the University received greater impetus in its research program than did the School of Nutrition. Under a grant from the Consolidated Edison Fund, members of the Nutrition staff from five divisions of the University—Home Economics, Chemical Engineering, the Experiment Station at Geneva, the University Clinic, and the Department of Animal Husbandry—were engaged in studies of diet with special reference to vitamin A and riboflavin, and of frozen foods and freezing equipment. Research was also conducted on the riboflavin content of milk, nutritive values of various processed foods, and studies on yeast, wheat germ, and soybean products in cooperation with the New York State War Council.

In many fields, research that forms an integral part of the University's activity in normal years was, of necessity, seriously curtailed. The difficulty of getting qualified assistants, the scarcity of essential supplies and equipment, and the demands of heavier teaching schedules were responsible.

ADDITIONS TO PLANT

Olin Hall of Chemical Engineering, the gift of Mr. Franklin W. Olin in memory of his son Franklin W. Olin, Jr., of the class of 1912, was formally dedicated on October 3, 1942. Participating in the exercises were Mr. Olin, Chairman of the Board of Trustees H. E. Babcock, Trustee John L. Collyer, Dean S. C. Hollister, Director F. H. Rhodes, and the President of the University. Olin Hall, which had been completed during the preceding year under a government priority, not only houses the School of Chemical Engineering, but is providing office space during the war emergency for the administrative and part of the teaching staff of the ESMWT program, and classroom space for a substantial part of student officer instruction in the Naval Training School.

The assignment of large groups of Army and Navy personnel for study at Cornell created a serious problem with respect to the provision of living quarters and messing facilities. Beginning in July, 1942, student officers of the Naval Training School were quartered in University dormitories, and at the outset were fed in the Memorial Room at Willard Straight Hall. A mess hall for the Navy was built below West Avenue, in the area just north of the Psi Upsilon and Sigma Phi fraternities and was ready for use on September 10, 1942. When it became known that more than 1600 Navy V-12 men were to be sent here for the term beginning in July, 1943, construction was started immediately on an addition to the Navy Mess Hall for meeting the needs of the increased Navy enrollment.

To provide facilities for the instruction of the Navy men taking Diesel engineering, a temporary building was erected on Sage Green, just across South Avenue from the Old Armory. The Diesel work had previously been given in the Engineering College buildings, at the north end of the campus. Begun in September 1942 and ready for occupancy early in 1943, the new Diesel Laboratory offers adequate space for the additional Diesel equipment that has been obtained, and releases quarters badly needed in connection with the regular teaching program in the College of Engineering.

The problem of feeding the Army groups, the first of which began work on June 14, 1943, was met by taking over the Willard Straight Hall Cafeteria and by putting a temporary structure over the adjoining terrace. This has made available an Army Mess hall that was ready for operation when the Army program was fully activated.

Finding quarters for the A-12 and V-12 men, and getting these quarters in shape to conform with Army and Navy standards, was a major undertaking during the spring months. This required the cooperative effort of a number of University offices, with the chief responsibility falling on the Treasurer's Office and Residential Halls. A large number of fraternity houses—along with certain other private properties—were taken over by the University under lease for operation as Army and Navy barracks. This means of providing quarters for the expanding service groups will in large measure solve the more critical phase of our present housing problem.

MAINTENANCE OF STAFF

As the University entered its second year of adjustment to the problems of wartime operation, the difficulties of maintaining staff, while serious, were not as disruptive to the teaching and research programs as might have been anticipated. As in 1941-42, there was almost no loss of staff in the scientific and specialized fields through the operation of selective service, but the demands for men with a high degree of technical training continued to draw off an appreciable number of our younger men. Technically qualified graduate assistants and instructors, who could make a valuable contribution by entering the armed forces for special assignment, were encouraged to do so. In certain areas, this adversely affected research programs that required more personnel than is available under present conditions. Research of the most immediate importance to the war effort, however, was not impeded.

While the greatest loss of staff was noted among assistants and instructors, a number of departments were handicapped by the absence of men holding the rank of assistant professor or above. Thirty-two staff members in the higher ranks were in the armed forces, and forty-three were in emergency government or industrial work. Others were engaged in part-time war assignments which allowed them to carry only a part of their regular work at the University.

On the whole, our experience with selective service boards has been most satisfactory, and it is our belief that national selective service policy, with regard to the classification of men in educational occupations, has been wise and far-sighted. The University has been guided in its policy of requesting deferments by the series of occupational directives issued by Selective Service Headquarters. The basic standard used for determining essential staff members is a simple one. Deferred classifications are asked only for those men whose work contributes significantly to the war effort and who cannot be replaced. Of necessity, we have been restrained from asking deferment for men in a number of fields which are essential to the normal program of a great university, but which cannot receive in time of war the emphasis given to engineering, the biological sciences, chemistry, physics, the agricultural sciences, and related studies. We hope to continue to hold our key men in the scientific and specialized fields, and also the men essential to giving required instruction to the Army and Navy groups.

DEGREES GRANTED AND STUDENTS ENROLLED

The number of degrees granted in 1942-43 was 1384, a decrease of 55 from the year preceding. Full details for the separate colleges and schools for the past twelve years are given in Table A.

TABLE A. NUMBER OF DEGREES GRANTED BY COLLEGES AND SCHOOLS
IN THE ACADEMIC YEARS 1930-31 TO 1941-42 INCLUSIVE

	<i>Entire Univer- sity</i>	<i>Separate Colleges and Schools</i>									
		<i>Arts & Sci.</i>	<i>Eng.</i>	<i>Arch.</i>	<i>* Agr.</i>	<i>Home Econ.</i>	<i>Hotel</i>	<i>Vet.</i>	<i>Law</i>	<i>Med.</i>	<i>Grad</i>
1931-32	1395	409	203	24	136	69	28	44	46	60	376
1932-33	1342	405	160	24	135	88	39	24	41	55	371
1933-34	1384	429	181	19	179	90	40	44	43	56	303
1934-35	1393	408	181	24	202	109	35	56	35	64	279
1935-36	1439	412	179	31	202	111	29	23	51	64	337
1936-37	1379	370	152	25	177	106	30	35	42	71	371
1937-38	1446	383	156	24	237	89	43	31	49	66	368
1938-39	1493	404	148	25	254	87	49	40	53	63	371
1939-40	1581	441	158	14	268	104	44	43	55	70	384
1940-41	1647	411	185	15	287	121	71	38	52	63	404
1941-42	1439	349	217	17	240	104	48	43	59	75	287
1942-43	1384*	360	204	18	201	107	53	37	28	75	291

*Includes 10 degrees granted in the School of Nursing.

The total number of students enrolled during 1942-43 (excluding those who attended only short courses or the summer sessions), was 6850, a decrease of 298 from 1941-42. Comparative enrollment figures for the past twelve years, by separate colleges and schools, are given in Table B.

TABLE B. NUMBER OF STUDENTS ENROLLED BY COLLEGES AND SCHOOLS
IN THE ACADEMIC YEARS 1930-31 TO 1941-42 INCLUSIVE

	<i>Entire University excluding dupli- Arts cates & Sci.</i>		<i>Separate Colleges and Schools</i>								
			<i>Eng.</i>	<i>Arch.</i>	<i>Agr.</i>	<i>Home Econ.</i>	<i>Hotel</i>	<i>Vet.</i>	<i>Law</i>	<i>Med.</i>	<i>Grad</i>
1931-32	6271	1920	969	173	969	409	197	214	127	243	1139
1932-33	6167	1944	935	172	964	444	188	175	118	254	1044
1933-34	5947	1894	860	162	1064	468	166	179	143	284	791
1934-35	5910	1823	827	161	1172	454	194	157	144	288	753
1935-36	6019	1825	812	151	1257	441	209	131	162	290	816
1936-37	6341	1883	938	135	1358	417	254	151	156	299	935
1937-38	6684	1980	1025	129	1513	449	271	154	149	289	955
1938-39	7055	1886	1145	136	1616	479	291	163	186	288	1050
1939-40	7174	1827	1269	140	1651	479	326	164	207	296	1000
1940-41	7315	1881	1384	147	1568	492	326	160	191	295	967
1941-42	7148	1894	1580	142	1458	512	319	157	162	314	722
1942-43	6850†	1815	1689	118	1214	529	251	199	68	309	596

†Includes 169 students registered in the School of Nursing.

FINANCIAL OUTCOMES

In view of the presence of many adverse factors, the year's financial operations were upon the whole satisfactory. When the University closed its books on June 30, there was an operating deficit of \$11,495.26 after a special reserve of \$100,000 had been set aside for post-war adjustments. The Medical College, under a separate budget, had an operating deficit of \$3,787.38, after appropriate reserves had been deducted. The earned rate of return on endowed funds was 4.13 per cent—slightly more than the 4.10 per cent budgeted. The difference of \$10,744.06 was credited to the general reserve. Gifts to the University declined rather sharply, but this was to be expected under present circumstances. The total for the year was \$1,139,846.05, of which \$430,064.58 was added to endowments. The balance was for various restricted uses, or for current expense.

TABLE C. GIFTS TO THE UNIVERSITY, 1942-43

Student Aid	
Ithaca.....	\$ 15,611.73
Medical College.....	9,201.60
Restricted Purposes—Misc.	
Ithaca.....	29,643.72
Medical College.....	2,000.00
Investigatorships	
Ithaca.....	124,907.59
Research and Departmental Development	
Ithaca.....	52,419.45
Medical College.....	178,836.60
Unrestricted Purposes	
(Including <i>net</i> Alumni Fund of \$145,185.11)	
Ithaca.....	170,604.96

Endowments—Income Restricted	
Ithaca.....	355,566.56
Medical College.....	40,619.26
Endowments—Income Unrestricted	
Ithaca.....	33,878.76
Non-Endowment Funds—Income Restricted	
Ithaca.....	123,818.95
Non-Endowment Funds—Income Unrestricted	
Ithaca.....	1,400.00
Gifts other than cash	
Ithaca.....	1,336.87
Total	
Ithaca.....	909,188.59
Medical College.....	230,657.46
Grand Total for year.....	<u>\$1,139,846.05</u>

The largest single donations made during the year were the following:

John C. McMullen Estate.....	\$179,850.45
Statler Foundation.....	55,000.00
Albert D. Gillespie Estate.....	50,000.00
Herbert F. Johnson, Jr., and Family.....	30,000.00
Carrie L. Chrisman Estate.....	30,000.00

The annual unrestricted gift of the Alumni through the Alumni Fund was the largest in the history of the Fund. \$185,131.90 was made available in 1942-43 toward the operating expenses of the University, as compared with \$112,739.07 during 1941-42. The generous response of Alumni to the University's needs during a critical financial period is a source of warm gratification to the administration.

CHANGES IN THE UNIVERSITY FACULTY

It is the sad duty of the Administration to report the following deaths in the course of the year:

Jacob Gould Schurman, President of the University from 1892 to 1920, in New York City, on August 12, 1942.

Albert William Smith, Professor of Mechanical Engineering, Emeritus, former Dean of the College of Engineering and one-time Acting President of the University, in Ithaca, on August 16, 1942.

James Ewing, Professor of Oncology, in New York City, on May 16, 1943.

George Burr Upton, Professor of Automotive Engineering, in Ithaca, on October 29, 1942.

Edward Albert White, Professor of Floriculture, Emeritus, in Ithaca, on May 13, 1943.

Wilford Murray Wilson, Professor of Meteorology, Emeritus, in St. Petersburg, Florida, on January 23, 1943.

Earl Louis Brunett, Associate Professor of Poultry Diseases, in Ithaca, on May 14, 1943.

Paul Stuart Williamson, Assistant Professor of Farm Management, in Ithaca, on April 18, 1943.

During the year the following seven members of the University Faculty retired on account of age and were given emeritus appointments, all effective July 1, 1943, except as otherwise noted:

John Hall Barron, Extension Professor of Field Crops (effective March 1, 1943).

Lane Cooper, John Wendell Anderson Professor of the English Language and Literature.

Rollins Adams Emerson, Professor of Plant Breeding (effective October 1, 1942).

George Abram Everett, Professor of Extension Teaching.

Percival J. Parrott, Professor of Entomology and Director of the New York State Agricultural Experiment Station at Geneva (effective September 1, 1942).

William Joseph Wright, Professor in Extension Service and State Leader of Junior Extension (effective January 1, 1943).

Walter King Stone, Associate Professor of Fine Arts.

The following retired for other reasons:

Robert Byron Hinman, Professor of Animal Husbandry and Animal Husbandman in the Experiment Station.

William Francis Walsh, Assistant Professor of Chemistry at the New York State Agricultural Experiment Station in Geneva.

The following resignations were presented and accepted during 1942-43:

H. Wallace Peters, Provost of the University.

Marie B. Fowler, Professor of Home Economics.

R. E. Harris, Composer in Residence.

D. K. Tressler, Professor of Chemistry and Head of the Department of Chemistry at the New York State Agricultural Experiment Station in Geneva.

Olga P. Brucher, Associate Professor of Home Economics.

M. L. Entorf, Extension Associate Professor of Home Economics.

E. G. Lawson, Associate Professor of Landscape Architecture.

P. E. Mosely, Associate Professor of History.

H. F. Traut, Associate Professor of Obstetrics and Gynecology in the Medical College in New York City.

Lorna Barber, Extension Assistant Professor of Home Economics.

Pauline W. Fuller, Assistant Professor of Home Economics.

A. L. Havis, Assistant Professor of Pomology and Assistant Pomologist in the Experiment Station.

Eunice Heywood, Extension Assistant Professor of Home Economics.

Ronald Ingalls, Assistant Professor of Music.

C. G. Lincoln, Assistant Professor of Entomology and Assistant Entomologist in the Experiment Station.

Jeannette B. McCay, Extension Assistant Professor of Home Economics.

Margaret M. Mercer, Assistant Professor of Home Economics.

T. A. Merrill, Assistant Professor of Pomology at the New York State Agricultural Experiment Station in Geneva.

B. R. Nebel, Assistant Professor of Pomology at the New York State Agricultural Experiment Station in Geneva.

M. G. Northrop, Assistant Professor of Electrical Engineering.

J. A. Saxton, jr., Assistant Professor of Pathology in the Medical College in New York City.

Julia G. Strahan, Extension Assistant Professor of Home Economics.

C. J. Tressler, Assistant Professor of Chemistry at the New York State Agricultural Experiment Station in Geneva.

The following appointments and promotions were made in the course of the year:

University Administration:

Lucile Petry, Dean of the Cornell University-New York Hospital School of Nursing. (On leave, 1942-43).

Bessie A. R. Parker, Acting Dean of the Cornell University-New York Hospital School of Nursing.

R. F. Howes, Acting Director of the Department of Public Information. (From July 1, 1942 to January 31, 1943).

J. S. Knapp, Acting Director of the Department of Public Information. (From February 1, 1943).

College of Arts and Sciences:

J. B. Rosser, Professor of Mathematics.

J. C. Adams, Associate Professor of English.

L. S. Barnes, Associate Professor of Biophysics.

L. H. Gordon, Acting Associate Professor of Romance Languages.

J. M. Kuypers, Associate Professor of Music.

F. M. Watkins, Associate Professor of Government.

A. T. Blomquist, Acting Assistant Professor of Chemistry.

P. W. Gilbert, Assistant Professor of Zoology.

Louis Guttman, Assistant Professor of Sociology.

Elias Huzar, Assistant Professor of Government.

J. M. Jauch, Acting Assistant Professor of Physics.

Mark Kac, Assistant Professor of Mathematics.

S. H. Riemer, Acting Assistant Professor of Sociology and Anthropology.

R. M. Roberts, Acting Assistant Professor of Chemistry.

R. L. Ward, Assistant Professor of Classics.

School of Education:

H. R. Anderson, Professor of Education.

Lewis Eldred, Assistant Professor of Education.

College of Engineering:

R. W. Ager, Professor of Electrical Engineering.
L. A. Burckmyer, Professor of Electrical Engineering.
M. G. Malti, Professor of Electrical Engineering.
E. M. Strong, Professor of Electrical Engineering.
True McLean, Associate Professor of Electrical Engineering.
M. L. Manning, Associate Professor of Electrical Engineering.
B. K. Northrop, Associate Professor of Electrical Engineering.
Marvin Bogema, Assistant Professor of Hydraulics.
B. J. Conta, Assistant Professor of Heat-Power Engineering.
L. D. Conta, Assistant Professor of Engineering Materials.
David Dropkin, Assistant Professor of Mechanical Engineering.
G. W. Ehrhart, Assistant Professor of Engineering Materials.
R. L. Geer, Assistant Professor of Materials Processing.
E. T. B. Gross, Assistant Professor of Electrical Engineering.
L. L. Otto, Assistant Professor of Automotive Engineering.
E. B. Watson, Assistant Professor of Engineering Materials.
George Winter, Assistant Professor of Civil Engineering.
L. T. Wright, jr., Assistant Professor of Heat-Power Engineering.

Law School:

Laura T. Mulvany, Acting Assistant Professor of Law.

Medical College:

McKeen Cattell, Professor of Pharmacology.
J. M. McLean, Professor of Clinical Surgery (Ophthalmology).
A. A. Marchetti, Associate Professor of Obstetrics and Gynecology.
C. G. Child, III, Assistant Professor of Clinical Surgery.
E. J. Doty, Assistant Professor of Psychiatry.
H. R. Edwards, Assistant Professor of Public Health and Preventive Medicine.
M. J. Glynn, jr., Assistant Professor of Pediatrics.
S. F. Kelley, Assistant Professor of Clinical Surgery (Otolaryngology).
F. L. Liebolt, Assistant Professor of Clinical Surgery (Orthopedics).
Leonides Marinelli, Assistant Professor of Radiology.
V. F. Marshall, Assistant Professor of Clinical Surgery.
R. W. Nauss, Assistant Professor of Public Health and Preventive Medicine.
C. T. Olcott, Assistant Professor of Pathology.
E. C. Person, jr., Assistant Professor of Clinical Surgery.
Israel Steinberg, Assistant Professor of Public Health and Preventive Medicine.
J. V. Sullivan, Assistant Professor of Radiology.
M. E. Wegman, Assistant Professor of Clinical Pediatrics and Assistant Professor of Public Health and Preventive Medicine.

School of Nursing:

Lucile Petry, Dean and Professor of Nursing.

New York State College of Agriculture:

G. A. Knaysi, Professor of Bacteriology and Bacteriologist in the Experiment Station.

A. G. Newhall, Professor of Plant Pathology and Plant Pathologist in the Experiment Station.

J. P. Willman, Professor of Animal Husbandry and Animal Husbandman in the Experiment Station.

W. M. Curtiss, Associate Professor of Marketing and Investigator in Marketing in the Experiment Station.

A. W. Dimock, Associate Professor of Plant Pathology and Associate Plant Pathologist in the Experiment Station.

J. P. Hertel, Associate Professor in Personnel Administration.

C. S. Hobbs, Extension Associate Professor of Animal Husbandry.

J. D. Hood, Associate Professor of Biology and Associate Biologist in the Experiment Station.

W. F. Lamoreux, Associate Professor of Poultry Husbandry and Associate Poultry Husbandman in the Experiment Station.

J. K. Loosli, Associate Professor of Animal Nutrition and Animal Nutritionist in the Experiment Station.

Michael Peech, Associate Professor of Soil Science and Soil Chemist in the Experiment Station.

Hans Platenius, Associate Professor of Vegetable Crops and Investigator in the Experiment Station.

A. L. Romanoff, Associate Professor of Poultry Husbandry and Associate Poultry Husbandman in the Experiment Station.

C. I. Sayles, Associate Professor of Institutional Engineering.

S. R. Shapley, Associate Professor in Extension Service and Assistant State Leader of County Agricultural Agents.

S. R. Aldrich, Extension Assistant Professor of Agronomy.

M. G. Cline, Assistant Professor of Soil Science and Assistant Soil Scientist in the Experiment Station.

R. L. Cushing, Assistant Professor of Plant Breeding.

W. R. Eadie, Assistant Professor of Zoology and Assistant Zoologist in the Experiment Station.

J. A. Evans, Extension Assistant Professor of Economic Entomology.

D. S. Fink, Assistant Professor of Agronomy.

W. A. Gortner, Assistant Professor of Biochemistry and Assistant Biochemist in the Experiment Station.

Iva Mae Gross, Assistant Professor in Extension Service and Assistant State 4-H Club Leader.

A. L. Havis, Assistant Professor of Pomology and Assistant Pomologist in the Experiment Station.

D. L. Hayes, Assistant Professor in Extension Service and Assistant State Leader of County Agricultural Agents.

Margaret Hutchins, Assistant Professor of Rural Education.
H. M. Munger, Assistant Professor of Plant Breeding and Vegetable Crops and Assistant Plant Breeder in the Experiment Station.
C. F. Niven, jr., Assistant Professor of Bacteriology and Assistant Bacteriologist in the Experiment Station.
S. E. Smith, Assistant Professor of Animal Physiology and Animal Physiologist in the Experiment Station.
Josephine Strode, Assistant Professor of Rural Sociology.
R. D. Sweet, Extension Assistant Professor of Vegetable Crops.
Archibald Van Doren, Extension Assistant Professor of Pomology.
T. C. Watkins, Assistant Professor of Economic Entomology and Assistant Entomologist in the Experiment Station.

New York State College of Home Economics:

Catherine J. Personius, Professor of Home Economics.
Gladys L. Butt, Associate Professor of Home Economics.
Jean Failing, Associate Professor of Home Economics.
Margaret L. Humphrey, Associate Professor of Home Economics.
Katherine Reeves, Associate Professor of Home Economics.
Helen P. Smith, Extension Associate Professor of Home Economics.
Delpha E. Wiesendanger, Extension Associate Professor of Home Economics.
Lucille J. Williamson, Extension Associate Professor of Home Economics.
Mary E. Ford, Assistant Professor of Home Economics.
Grace Foster, Assistant Professor of Home Economics.
Anne L. Kuhn, Extension Assistant Professor of Home Economics.
Helen Leahy, Assistant Professor of Home Economics.
Marion Neidert, Assistant Professor of Home Economics.
Inez Prudent, Extension Assistant Professor of Home Economics.
Frances Scudder, Extension Assistant Professor of Home Economics and Assistant State Leader of Home Demonstration Agents.
Grace Steinger, Assistant Professor of Home Economics.
Julia G. Strahan, Extension Assistant Professor of Home Economics.
Eugene Undine, Assistant Professor of Home Economics.
Charlotte Young, Assistant Professor of Home Economics.

New York State Experiment Station at Geneva:

E. H. Stotz, Professor of Chemistry.
G. L. McNew, Associate Professor of Plant Pathology.
J. A. Adams, Assistant Professor of Entomology.
John Einset, Assistant Professor of Vegetable Crops.
F. A. Lee, Assistant Professor of Chemistry.
J. C. Moyer, Acting Assistant Professor of Chemistry.
J. I. Shafer, jr., Assistant Professor of Vegetable Crops.

University Clinic and Infirmary:

Harry Britton, Assistant Professor of Clinical Medicine.

Helen Elston, Assistant Professor of Clinical Medicine.

P. K. Li, Assistant Professor of Clinical Medicine.

M. R. Thoroman, Assistant Professor of Clinical Medicine.

CHANGES IN THE BOARD OF TRUSTEES

During 1942-43 the membership of the Board underwent important changes.

The Board suffered serious loss in the death of two of its distinguished members, Floyd L. Carlisle, on November 12, 1942, at Great Neck, L. I., and Leigh Kirkland, ex officio Trustee as President of the New York State Agricultural Society, on December 25, 1942, in Fredonia.

It is a sad duty to report the deaths also of the following former members: Jacob Gould Schurman, President of the University 1892 to 1920, on August 12, 1942, in New York City; Albert W. Smith, Professor of Mechanical Engineering, Emeritus, former Dean of the College of Engineering, and Acting President of the University in 1920-21, on August 16, 1942, in Ithaca; Frank H. Miller, Trustee of the University for the period 1911 to 1931 upon appointment by the Governor, on December 19, 1942, in New Rochelle; Ebenezer T. Turner, ex officio member of the Board from 1919 to 1935 by virtue of being Librarian of the Cornell Library (City), on September 22, 1942, in Hartford, Conn.

Victor Emanuel was elected trustee of the University to fill the vacancy caused by the death of Trustee Carlisle.

Frank E. Gannett, Franklin W. Olin, and Ezra B. Whitman were elected trustees to succeed themselves, each for a term of five years.

Myron C. Taylor was reappointed a trustee of the University by the Governor of the State for a term of five years.

Chester C. DuMond, as new Commissioner of Agriculture of New York State, became an ex officio member of the Board.

Harold M. Stanley continued to serve on the Board as the representative of the New York State Grange.

Elected President of the New York State Agricultural Society to succeed Leigh Kirkland, Berne A. Pyrke became an ex officio member of the Board.

Thomas I. S. Boak and George H. Rockwell were reelected Alumni Trustees for five-year terms.

The Board elected the following members to its committees: (re-election indicated by *)

Executive Committee:

*Frank E. Gannett, chairman

*Thomas I. S. Boak

George D. Stoddard

Committee on University Planning and Development:

H. E. Babcock, chairman	
Edmund E. Day	
Albert R. Mann	} Alumni Relationships
Mary H. Donlon	
Robert E. Treman	
Edward R. Eastman	} Government Relationships
Harold M. Stanley	
Harry G. Stutz	
Maxwell M. Upson	} Public Relationships
John C. Collyer	
Walter C. Teagle	

Finance Committee:

*Roger H. Williams, chairman
Victor Emanuel

Committee on Buildings and Grounds:

*Ezra B. Whitman, chairman
*Thomas I. S. Boak
*Franklin W. Olin
*George H. Rockwell

Law Committee:

*Mary H. Donlon, chairman
Neal D. Becker
George R. VanNamee

Audit Committee:

Tell Berna, chairman
Mary H. Donlon
*Paul A. Schoellkopf

Committee on Board Membership:

Walter S. Carpenter, Jr.

A special committee to study the overall administrative structure of the University was appointed with the following membership: Trustees Babcock (chairman), Becker, Collyer, Donlon, Griffis, Mann, and Upson. This committee, having rendered its report, was discharged at the June 1943 meeting.

The Board elected the following members to college councils:

Medical College Council:

*Albert R. Mann

New York State College of Agriculture Council:

*Frank E. Gannett

New York State Veterinary College Council:

Victor Emanuel

*Leigh G. Kirkland

The Board elected the following members to administrative boards:

Board of Governors of Willard Straight Hall:

*Albert R. Mann

Library Board:

*Harry G. Stutz

Board on Physical Education and Athletics:

*Tell Berna

*Robert E. Treman

Board on Student Health and Hygiene:

*Matthew Carey

*Mary H. Donlon

*Jervis Langdon

CONCLUDING REMARKS

On the whole, the results of the year's operations were satisfactory. The student body, hitherto civilian, became largely military; the teaching and research programs were rapidly adjusted to meet new problems and to serve new purposes directly related to winning the war; the physical plant was largely converted to special emergency uses. These developments involved serious dislocations of both personnel and curricula, yet they were accomplished in an orderly manner and with a high order of cooperative spirit in all quarters.

I should like to avail myself of this opportunity to express appreciation for the unselfish and loyal assistance that was given by Cornellians and friends of the University in the difficult tasks that the year's work entailed. No college president could have asked for better support than the administration was accorded by Cornell undergraduates during a period that was extremely trying for all concerned. From personal observation, based on frequent contacts both with student groups and with individuals, I can state that Cornell men and women maintained a well-balanced and sound viewpoint on the war and on their places in it. Evidence of emotional disturbance was far less than might have been anticipated, and it is interesting to note that the percentage of students dropped or placed on probation for academic failure in 1942-43 remained substantially the same as in other years. It has been my observation that students, in no uncertain sense, have set the pattern for the extraordinarily healthy emotional climate that has prevailed on this campus since the outbreak of the war.

Members of the University Faculty, called upon to assume heavier teaching loads and longer teaching schedules, responded wholeheartedly to the exacting demands of the accelerated program. In like manner, members of the Board of Trustees gave generously of their time and effort in attacking vigorously the multiple new problems presented to them in the course of the year. For the unselfish devotion of all those who contributed so much to the University's progress during the year, I am profoundly grateful.

EDMUND E. DAY,
President.

SUMMARY OF FINANCIAL OPERATIONS

To the President of Cornell University:

The following is a summary of operations of the 1942-43 fiscal year. The details are spread through various schedules in the Treasurer's report:

For accounting purposes, the University is divided into six units, to wit: (1) the Endowed Colleges at Ithaca; (2) the Medical College in New York City; (3) the State College of Agriculture; (4) the State College of Veterinary Medicine; (5) the State College of Home Economics; and (6) the State Experiment Station at Geneva, New York.

The Endowed Colleges at Ithaca, due to the large numbers of male students who left during the academic year to enter the armed services, showed an operating deficit of \$11,495.26, after setting up appropriate reserves.

Likewise the Medical College, after reserves, had an operating deficit of \$3,787.38.

The Colleges of Agriculture, Home Economics, Veterinary Medicine, and the Agricultural Experiment Station at Geneva, largely supported by State and Federal appropriations, each lived within its available income.

On its pooled endowment funds, the University earned 4.137%. This was a slight reduction from the 4.1806% earned in the previous year. The trend is still downward.

The general rise in security prices, coupled with the improvement in the quality of our investments, brought their aggregate market values up to 97.4% of their book values. The depreciation on June 30 was \$920,243.50 or 2.6%, as compared with a depreciation of \$5,874,594.47 or about 17% for the previous year.

The budgetary rate on endowments allowed by the Finance Committee was 4.1% for the year in question. This left a balance of \$10,744.06, which was credited to the General Reserve. The Income Stabilization account is unchanged at \$101,362.34. The budgetary rate set by the Finance Committee for the year 1943-44 is 4%. We hope to hit it.

Gifts and donations for the year totalled \$1,139,846.05. They compare with \$2,041,513.67 last year. Of these gifts, \$430,064.58 was added to endowments, and \$125,218.95 was placed among our non-endowed funds. The Alumni Fund Council produced the largest

unrestricted total of gifts in its history or that of its predecessor, the Cornellian Council,—thanks to the fine work of Mr. Walter C. Heasley and his associates.

The Treasurer also takes this opportunity to record the University's appreciation for the services rendered in this office by Professor Donald English, Professor of Economics and Accounting, who gave practically all his time this summer, and is still giving all his spare time, in helping carry the largely increased volume of work occasioned by the war and the accelerated three-term teaching program.

GEORGE F. ROGALSKY, *Treasurer.*

APPENDIX I

REPORT OF THE REGISTRAR

To the President of the University:

SIR: I have the honor to submit herewith my thirteenth annual report as Registrar of the University. The report covers the academic year 1942-43 including the Summer Session of 1942 and for convenience, work between the end of the second term of 1941-42 and July 1, 1942, but excluding work between the end of the second term of 1942-43 and July 1, 1943.

TABLE I
The Year 1942-43

	Days in Session	Sun- days	Holi- days	Vaca- tion
5-wks. Summer Session, May 25-June 27.....	30	4	..	..
1st Summer Session Law, June 1-July 22.....	45	7	..	..
Summer Term, June 1-Sept. 12.....	90	14	..	..
July 4th.....	..	..	I	..
6-wks. Summer Session, June 29-Aug. 10.....	37	6	..	..
11-wks. Summer Session, June 29-Sept. 12.....	66	10	..	..
2nd Summer Session Law, July 23-Sept. 12.....	45	7	..	..
2nd 5-wks. Summer Session, Aug. 10-Sept. 12.....	30	4	..	..
Summer Vacation, Sept. 13-Sept. 27.....	..	..	..	15
Fall Term, Sept. 28-Jan. 28.....	92½	15	..	..
Thanksgiving Vacation, Nov. 26.....	..	..	I	..
Christmas, Dec. 20-Jan. 3.....	..	..	..	15½
Spring Vacation, March 28-April 4.....	..	..	..	8½
Spring Term, Jan. 29-May 24.....	92½	15	..	..

TABLE II
ATTENDANCE FOR THE YEAR 1942-43

		Grad- uate	Class 1948	Class 1947	Class 1946	Class 1945	Class 1944	Class 1943	2 Year Agr.	Spec. cial	Total	Dupli- cate	Net Total
Agriculture	Men	..	..	2	288	206	210	196	123	22	1047	..	..
	Women	..	..	..	45	42	32	30	5	7	107	..	..
	Total	..	..	2	333	248	242	232	128	29	1214	..	..
Architecture	Men	..	..	9	20	19	11	22	..	..	81	..	..
	Women	..	..	10	15	6	I	3	..	2	37	..	..
	Total	..	..	19	35	25	12	25	..	2	118	..	..
Arts	Men	..	..	15	282	282	245	214	..	10	1057	..	..
	Women	..	..	14	220	187	144	173	..	11	758	..	..
	Total	..	..	29	511	469	389	387	..	30	1815	..	..
Engineering	Men	..	6	128	564	395	311	275	..	..	1670	..	..
	Women	..	..	4	4	2	..	..	..	..	10	..	..
	Total	..	6	132	568	397	311	275	..	..	1680	..	..
Graduates	Men	449	..	..	..	..	..	..	..	..	449	..	..
	Women	147	..	..	..	..	..	..	..	..	147	..	..
	Total	596	..	..	..	..	..	..	..	..	596	..	..
Home Economics	Men	..	..	..	..	..	..	..	..	..	..	..	..
	Women	..	..	..	138	136	133	116	..	6	520	..	..
	Total	..	..	..	138	136	133	116	..	6	520	..	..
Hotel	Men	..	..	2	63	51	50	..	..	I	224	..	..
	Women	..	..	I	9	10	5	..	..	..	27	..	..
	Total	..	..	3	66	73	56	52	..	I	251	..	..
Law	Men	..	..	..	..	15	14	31	..	..	60	..	..
	Women	..	..	..	..	I	2	5	..	..	8	..	..
	Total	..	..	..	..	16	16	36	..	..	68	..	..
Medicine	Men	..	..	..	80	66	74	73	..	..	293	..	..
	Women	..	..	..	2	4	6	..	..	..	16	..	..
	Total	..	..	..	82	70	80	77	..	..	309	..	..
Nursing	Men	..	..	..	..	..	..	..	..	..	..	..	..
	Women	..	..	..	14	64	48	43	..	..	169	..	..
	Total	..	..	..	14	64	48	43	..	..	169	..	..
Veterinary	Men	..	..	I	13	66	39	73	..	..	192	..	..
	Women	..	..	..	..	4	I	2	..	..	7	..	..
	Total	..	..	I	13	70	40	75	..	..	199	..	..
Total	Men	449	6	157	1304	1112	955	934	123	42	5082	93	4989
	Women	147	..	29	456	456	372	384	5	26	1875	14	1861
	Total	596	6	186	1760	1568	1327	1318	128	68	6957	107	6850

PRESIDENT'S REPORT

DISTRIBUTION OF DUPLICATES*

	Men	Women	Total
Agriculture—Engineering	1	..	1
Agriculture—Veterinary	23	..	23
Architecture—Engineering	3	1	4
Arts—Agriculture	3	2	5
Arts—Architecture	1	3	4
Arts—Engineering	35	..	35
Arts—Law	13	..	13
Arts—Medicine	3	..	3
Engineering—Hotel	1	..	1
First five weeks—six weeks	79	41	120
First five weeks—eleven weeks	98	19	117
First five weeks—second five weeks	8	3	11
Five weeks Unit Courses—Hotel	1	..	1
Graduate School—Agriculture	2	..	2
Graduate School—Arts	2	6	8
Graduate School—Engineering	1	..	1
Graduate School—Graduate School	3	..	3
Graduate School—Summer Session	91	33	124
Graduate School—Veterinary	1	..	1
Graduate School in Summer Session—Graduate School (Personal Direction)	74	12	86
Graduate School (Personal Direction)—Graduate School	24	3	27
Graduate Summer Session—(C.D.O.) Grad	43	20	63
Second five weeks—eleven weeks	2	3	5
Six weeks—second five weeks	75	35	110
Six weeks—eleven weeks	2	..	2
Six weeks Unit Courses—Hotel	2	..	2
Summer Session—Agriculture	46	13	59
Summer Session—Architecture	6	1	7
Summer Session—Arts	371	119	490
Summer Session—Engineering	188	..	188
Summer Session—Home Economics . . . . .	..	42	42
Summer Session—Hotel	20	..	20
Summer Session—Law	40	5	45
Summer Session—Law (first and second Summer Sessions)	36	3	39
Summer Term—Arts	6	..	6
Summer Term—Architecture	39	2	41
Summer Term—Engineering	355	..	355
Summer Term—Graduate	19	1	20
Summer Term—Veterinary	146	7	153
Three weeks Unit Courses—Arts	1	..	1
Two weeks Unit Courses—Graduate	4	..	4
Two weeks Unit Courses—Hotel	1	..	1
Total	1869	374	2243

*To accompany Table II, showing attendance for the year 1942-43.

TABLE III

ATTENDANCE AT SUMMER SESSIONS, ETC., 1942-43

	Men	Women	Total
Architecture—Summer Term	49	2	51
Arts—Summer Term	7	..	7
Curtiss-Wright Course . . . . .	..	115	115
Eleven-Week Summer Session	467	73	540
Engineering, Science, and Management War Training Program	8348	748	9096
Engineering—Summer Term	414	..	414
Extramural Courses . . . . .	..	19	19
First Five-Week Summer Session	322	104	426
First Summer Session—Law	55	6	61
Graduate—Candidate for Degree Only	40	11	51
Graduate—Personal Direction	128	25	153
Graduate—1942 Summer Session	109	174	283
Graduate—Summer Term	25	1	26
Russian—June 15-July 25	13	..	13
Russian—June 15-September 12	13	2	15
Second Five-Week Summer Session	125	87	212
Second Summer Session—Law	50	7	57
Six-Week Summer Session	376	618	994
Unit Courses	62	57	119
Veterinary—Summer Term	150	7	157

REGISTRAR'S REPORT

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TABLE IV
MATRICULATES

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Graduate.....	134	102	236
Advanced Standing.....	95	79	174
First Year.....	1384	362	1746
Special Students.....	27	18	45
2-Year Special Agriculture.....	65	2	67
Medicine (New York City).....	72	3	75
Summer Sessions 1942.....	121	232	353
Summer Graduate (Personal Direction).....	3	1	4
Duplicates.....	77	26	103
Net Totals.....	1978	825	2803

TABLE V
DEGREES

September 1942; January 1943; May 1943

	<i>Men</i>	<i>Women</i>	<i>Total</i>
A.B.....	205	155	360
B.S. (a)*.....	167	34	201
B.S. (b).....	...	107	107
B.S. (c).....	52	1	53
D.V.M.....	37	...	37
B.Arch.....	15	3	18
C.E.....	3	...	3
B.C.E.....	29	...	29
B.Chem. Engineering.....	27	...	27
B.M.E.....	47	...	47
B.E.E.....	15	...	15
B.S. in A.E.....	67	...	67
B.S. in E.E.....	1	...	1
B.S. in C.E.....	4	...	4
B.S. in M.E.....	5	...	5
B.S. in Chem. Engineering.....	6	...	6
B.S. in Nursing.....	...	10	10
A.M.....	10	32	42
M.Educ.....	...	1	1
M.C.E.....	3	...	3
M.M.E.....	2	...	2
M.E.E.....	1	...	1
M.Chem.E.....	3	...	3
M.S.....	28	37	65
M.S. in Educ.....	15	15	30
M.S. in Agriculture.....	6	...	6
M.S. in Engineering.....	5	...	5
M. Regional Planning (under Arch.).....	1	...	1
Ph.D.....	113	18	131
LL.B.....	25	3	28
LL.M.....	1	...	1
M.D.....	71	4	75
Total.....	964	420	1384
War Alumnus.....	1	...	1

*a, means Agriculture; b, Home Economics; c, Hotel Administration.

TABLE VI

TABLE SHOWING BY YEARS THE NUMBER AND KINDS OF DEGREES GRANTED
BY CORNELL UNIVERSITY

	DEGREES						Total
	Before 1938	1939	1940	1941	1942	1943	
Architects.....	I	...	...	...	...	...	I
Bachelors of Arts.....	11,080	384	415	380	348	300	12,976
Bachelors of Agriculture.....	30	...	...	...	...	...	30
Bachelors of Architecture.....	719	17	9	12	14	18	789
Bachelors of Chemistry.....	745	20	26	31	I	...	823
Bachelors of Chemical Engineering.....	...	...	...	I	...	27	28
Bachelors of Civil Engineering.....	161	...	3	22	35	29	250
Bachelors of Electrical Engineering.....	...	...	...	15	25	15	55
Bachelors of Fine Arts.....	27	I	3	2	3	...	30
Bachelors of Landscape Architecture.....	72	7	2	I	...	...	82
Bachelors of Law.....	2,309	53	55	52	59	28	2,556
Bachelors of Letters.....	264	...	...	...	...	...	264
Bachelors of Literature.....	52	...	...	...	...	...	52
Bachelors of Mechanical Engineering.....	57	...	2	40	63	47	209
Bachelors of Philosophy.....	484	...	...	...	...	...	484
Bachelors of Science.....	3,712	...	...	...	...	...	3,712
Bachelors of Science (College of Agriculture).....	2,231	254	268	287	240	201	3,481
Bachelors of Science (College of Home Economics).....	1,126	87	104	121	104	107	1,649
Bachelors of Science (Hotel Administration).....	368	49	44	71	48	53	633
Bachelors of Science in Admin. Engineering.....	219	35	55	61	73	67	510
Bachelors of Science in Agriculture.....	357	...	...	...	...	...	357
Bachelors of Science in Architecture.....	123	...	...	...	...	...	123
Bachelors of Science in Chemical Engineering.....	...	...	...	...	...	6	6
Bachelors of Science in Chemistry.....	9	...	...	...	...	...	9
Bachelors of Science in Civil Engineering.....	...	...	...	...	...	4	4
Bachelors of Science in Electrical Engineering.....	...	...	...	...	...	I	I
Bachelors of Science in Mechanical Engineering.....	...	...	...	...	...	5	5
Bachelors of Science in Natural History.....	4	...	...	...	...	...	4
Bachelors of Science in Nursing.....	...	...	...	...	...	10	10
Bachelors of the Science of Agriculture.....	127	...	...	...	...	...	127
Bachelors of Veterinary Science.....	4	...	...	...	...	...	4
Chemical Engineers.....	37	8	12	16	18	...	91
Civil Engineers.....	2,986	38	29	9	I	3	3,066
Electrical Engineers.....	757	24	17	13	2	...	813
Forest Engineers.....	17	...	...	...	...	...	17
Graduates in Pharmacy.....	I	...	...	...	...	...	I
Mechanical Engineers.....	6,191	43	40	8	...	...	6,282
Pharmaceutical Chemists.....	2	...	...	...	...	...	2
Masters in Architecture.....	41	I	2	I	I	...	46
Masters in Forestry.....	86	...	...	...	...	...	86
Masters of Arts.....	1,738	81	79	65	58	42	2,063
Masters of Arts in Education.....	72	4	4	2	2	...	84
Masters of Chemical Engineering.....	...	2	...	I	I	3	7
Masters of Chemistry.....	23	...	...	...	...	...	23
Masters of Civil Engineering.....	275	11	6	5	5	3	305
Masters of Education.....	...	...	...	...	...	I	I
Masters of Electrical Engineering.....	53	I	...	...	...	...	55
Masters of Fine Arts.....	7	...	I	...	...	...	8
Masters of Landscape Architecture.....	7	I	...	...	...	...	21
Masters of Landscape Design.....	21	...	...	...	...	...	66
Masters of Law.....	63	...	I	I	...	I	9
Masters of Letters.....	9	...	...	...	...	...	2
Masters of Mechanical Engineering.....	270	3	3	2	...	2	280
Masters of Regional Planning (Under Arch.).....	...	...	...	...	...	I	I
Masters of Philosophy.....	10	...	...	...	...	...	10
Masters of Science.....	1,115	69	84	93	46	65	1,472
Masters of Science in Agriculture.....	403	17	17	18	9	6	470
Masters of Science in Architecture.....	19	...	...	...	...	...	19
Masters of Science in Education.....	103	28	38	26	35	30	260
Masters of Science in Engineering.....	35	22	18	23	10	5	113
Masters of Veterinary Medicine.....	I	...	...	...	...	...	I
Doctors of Law (Honorary).....	2	...	...	...	...	...	2
Doctors of Medicine.....	2,076	63	70	63	75	75	2,422
Doctors of Philosophy.....	2,516	130	131	167	119	131	3,194
Doctors of Science.....	20	...	...	...	...	...	20
Doctors of the Science of Law.....	7	...	...	...	I	...	8
Doctors of Veterinary Medicine.....	1,012	40	43	38	43	37	1,213
Total Degrees.....	44,265	1,493	1,581	1,647	1,439	1,384	51,809
War Alumni.....	312	...	I	2	I	I	317

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TABLE VII

TABLE SHOWING THE NUMBER OF STUDENTS IN EACH COURSE SINCE 1937-38

	1938-39	1939-40	1940-41	1941-42	1942-43
Agriculture.....	1616	1651	1568	1458	1214
Architecture.....	136	140	147	142	118
Arts and Sciences.....	1886	1827	1891	1894	1815
Engineering.....	1045	1269	1384	1580	1689
Graduates.....	1050	1000	967	722	596
Home Economics.....	479	479	492	512	529
Hotel Administration.....	291	326	326	319	251
Law.....	186	207	191	162	68
Medicine.....	288	296	295	314	309
Nursing School.....	...	...	...	...	169
Veterinary.....	163	164	160	157	199
Total, excluding Duplicates.....	7055	7174	7315	7148	6850
Architecture—Summer Term.....	...	...	...	...	51
Arts—Summer Term.....	...	...	...	...	7
Candidates for Degree only.....	35	36	40	45	51
Curtiss-Wright Course.....	...	...	...	...	115
Eleven-Week Summer Term.....	...	...	...	...	540
Engineering, Science, and Management War Training Program.....	...	...	...	...	9096
Engineering—Summer Term.....	...	...	...	...	414
Extramural Courses.....	85	95	53	78	19
Extramural Courses Engineering.....	...	...	123	...	...
Federal Engineering Defense Training Program.....	...	...	1464	4354	...
First Five-Week Summer Session.....	...	...	...	...	426
First Summer Session—Law.....	...	...	...	...	61
Graduate—Personal Direction.....	...	...	...	...	153
Graduate Work in Summer.....	784	782	755	502	283
Graduate—Summer Term.....	...	...	...	...	26
Russian—June 15-July 25.....	...	...	...	...	13
Russian—June 15-Sept. 12.....	...	...	...	...	15
Second Five-Week Summer Session.....	...	...	...	...	212
Second Summer Session—Law.....	...	...	...	...	57
Summer Session.....	2057	2062	1986	1647	994
Unit Courses.....	119
Veterinary—Summer Term.....	157
Winter Agriculture.....	126	124	103	49	...

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TABLE VIII
AGE AT GRADUATION

The following table shows in years and months the age at graduation. For the age at graduation, taken at ten-year periods from 1870 to 1900, and at five-year periods from 1900 to 1930, see the Report of the Registrar, 1933-34.

	Class of 1935			Class of 1940		
	Minimum	Median	Maximum	Minimum	Median	Maximum
Agriculture						
Men.....	19-8	22-10	39-3	20-1	22-9	40-3
Women.....	20-7	21-11	26-8	19-10	21-8	31-2
Architecture						
Men.....	21-3	23-5	44-2	21-6	24-4	28-1
Women.....	22-5	23-3	24-1	21-4	23-5	24-9
Arts						
Men.....	18-11	21-8	28-1	19-2	21-10	33-3
Women.....	19-8	20-6	27-9	19-11	21-6	36-3
Engineering						
Men.....	20-	22-3	39-10	20-2	22-5	48-9
Women.....	...	...	...	25-8	25-8	25-8
Home Economics						
Men.....	21-5	22-7	25-9	20-	22-11	27-2
Women.....	19-2	22-1	36-4	19-7	22-	37-
Veterinary						
Men.....	20-9	23-4	61-8	20-6	24-	29-6
Women.....	...	...	...	21-7	22-6	25-1
Masters						
Men.....	20-7	27-7	72-5	21-1	27-9	55-10
Women.....	20-2	27-5	47-4	21-6	27-7	50-6
Doctors of Philosophy						
Men.....	24-	29-3	47-3	23-2	29-6	49-5
Women.....	20-7	27-2	46-10	24-9	34-11	45-8
Law						
Men.....	22-	24-5	27-2	21-11	24-4	29-2
Women.....	...	...	...	24-	25-2	26-7
Medicine						
Men.....	22-11	25-11	35-3	22-11	25-10	30-1
Women.....	24-3	26-6	36-9	24-3	26-3	33-5
War alumnus						
Men.....	...	...	...	51-2	51-2	51-2

TABLE IX
1941-42 AVERAGES

All Sorority.....	77.84
All Undergraduate Women.....	77.19
All Undergraduates.....	75.39
All Undergraduate Men.....	74.80
All Fraternity.....	73.89

CONCLUSION

The extraordinary conditions created by the War and the adjustments made to these conditions, both by students and alumni, have made their impact on the Registrar's Office in the past year. The multiplicity of "terms" and "sessions" and the consequent complexity of the University calendar is apparent from Table I, above. There was likewise an increase of the different categories of students in the University, as illustrated particularly by Table III, above. These variations from the norm—(assuming that a peace-time year may be taken as a "norm")—considerably increased not only the number of periods in the year for registration but also the variety of registrants. Similarly the number of periods for recording grades was increased.

In my report for 1941-42 I noted the greatly increased demand, both from students and alumni, for transcripts of records. The number of transcripts

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issued in 1942-43, however, turned out to be nearly double the number issued in the preceding year. As a matter of interest, the comparison between the two years is shown in the following table:

TABLE X
THE ISSUE OF TRANSCRIPTS

	1941-42	1942-43
July.....	358	1191
August.....	500	1178
September.....	483	1041
October.....	430	1111
November.....	325	610
December.....	290	602
January.....	1000	747
February.....	867	2219
March.....	1073	2145
April.....	781	1210
May.....	789	913
June.....	1079	2497
Total.....	7975	15464

Connected with the issue of transcripts of record was, of course, the departure of students to join the armed services. This exodus presented the most sobering aspect of the year. The rate of departure, from Fall to Spring, is roughly shown by the following table, which gives the enrollment of students in October 1942 and in February and April 1943:

TABLE XI

College or School	Oct. 1942			Feb. 1943			Apr. 27, 1943		
	M	W	T	M	W	T	M	W	T
Agriculture.....	1040	167	1207	780	155	935	422	147	569
Architecture.....	79	33	112	56	28	84	36	29	65
Arts and Sciences.....	959	730	1689	788	676	1464	558	666	1224
Engineering.....	1619	4	1623	1463	7	1470	1047	1	1048
Graduate School.....	351	108	459	272	115	387	343	121	464
Home Economics.....	...	519	519	...	491	491	...	488	488
Hotel.....	219	26	245	182	24	206	70	30	100
Law.....	58	7	65	38	8	46	32	8	40
Veterinary.....	148	7	155	151	5	156	151	6	157
Total.....	4473	1601	6074	3730	1509	5239	2659	1496	4155

E. F. BRADFORD,
Registrar.

APPENDIX II

REPORT OF THE DEAN OF THE UNIVERSITY FACULTY

To the President of the University:

SIR: I have the honor to present the report of the University Faculty for 1942-43.

In the membership of the faculty during all or part of the year there were included 890 persons whose rank and whose place of services are shown in the following table. Under the heading "Administration" are listed only those officers who do not have academic titles in addition to their administrative designations.

	Profes- sors emeritus	Profes- sors	Asso- ciate Profes- sors	Assist- ant Profes- sors	Admin- istra- tion	Total
<i>Ithaca</i>						
(Teaching and Research)	55	250	92	162	10	569
(Extension teaching in Agr. and H. E.)	2	28	13	32	..	75
<i>Geneva</i>						
(N. Y. State Agricultural Experiment Station) . . .	3	19	..	32	..	54
<i>Long Island</i>						
(Experiment Station) . . . .	..	1	..	4	..	5
<i>New York City</i>						
(Medical College)	14	32	40	84	..	170
(School of Nursing) . . . . .	..	3	4	10	..	17
	74	333	149	324	10	890

Seven members of the Faculty retired from their official positions during the year and were elected emeritus professors: Percival J. Parrott, Professor of Entomology and Director of the New York State Agricultural Experiment Station at Geneva, New York, (August 31, 1942); Rollins A. Emerson, Professor of Plant Breeding (September 30, 1942); William J. Wright, Professor in Extension Service and State Leader of Junior Extension (December 31, 1942); John H. Barron, Extension Professor of Field Crops (February 28, 1943); Lane Cooper, John Wendell Anderson Professor of the English Language and Literature (June 30, 1943); Walter K. Stone, Associate Professor of Fine Arts (June 30, 1943); and George A. Everett, Professor of Extension Teaching (June 30, 1943).

Eight members of the Faculty died during the year: Jacob Gould Schurman, third president of the University, on August 12, 1942; Albert William Smith, Professor of Mechanical Engineering, Emeritus, former dean of the College of Engineering and one-time acting-president of the University, on August 16, 1942; George Burr Upton, Professor of Automotive Engineering, on October 29, 1942; Wilford Murry Wilson, Professor of Meteorology, Emeritus, on January 23, 1943; Paul Stuart Williamson, Assistant Professor of Farm Management, on April 18, 1943; Edward Albert White, Professor of Floriculture, Emeritus, on May 13, 1943; Earl Louis Brunett, Associate Professor of Poultry Diseases, on May 14, 1943; and James Ewing, Professor of Oncology, on May 16, 1943.

There were no outright increases in the four ranks of staff included in the membership of the University Faculty except the seventeen coming in by the addition of the New York Hospital School of Nursing to the university organization, and the forty-one who were advanced from the rank of instructor. Twenty-five members resigned during the year. Ninety-one members of the Faculty were

absent during part or all of the year: of these, sixteen were on sabbatic leave, thirty-two entered the Army or Navy, thirty-three are in civilian war services, and ten were given leave to enter upon other important responsibilities. In addition, eight members whose services were needed by war agencies found it possible to carry on some part of their regular university work.

ELECTIONS AND APPOINTMENTS

At the October meeting the President announced new appointments to the standing committees of the Faculty to fill vacancies due to the expiration of terms of service on October 31. He announced also the appointment of Professor H. R. Anderson and Professor James Hutton to vacant positions in the Administrative Board of the Summer Session; of Professor D. L. Finlayson to the Board of Traffic Control to succeed Professor A. C. Davis, deceased; of Professor J. G. Kirkwood to take the place of Professor J. R. Johnson in the Board of Editors of the University Press; and of Professor P. J. Kruse to fill out the term of Professor Morris Bishop in the Committee on University Policy. The Board of Trustees communicated the election of Professor P. H. Black to membership in the Library Board and of Professor R. E. Montgomery to an unexpired term on that Board.

The Faculty elected Professor F. H. Rhodes to the Committee on University Policy for a term of five years and Professor J. R. Moynihan to the Board on Physical Education and Athletics for a term of three years. Professors W. B. Carver and L. H. MacDaniels were elected to serve on the Board on Physical Education and Athletics during the absence of Professors K. M. Dallenbach and P. M. O'Leary. Professor H. B. Adelman was elected to a three-year term on the Board on Student Health and Hygiene in succession to Professor J. M. Sherman.

STUDENT HEALTH AND HYGIENE

As reported last year the Faculty voted in January 1942 not to make the course in physical training compulsory for all male students in every term. This decision was made at least in part because of doubt that facilities could be made promptly available for so large a number of students. Provision was made so that the work could be taken by students entering the V-1 program of the Navy. In August 1942, when it was clear that civilian students would be largely replaced by students enrolled in courses to be established by the Army and the Navy and that physical training would necessarily be required of such students, the Faculty decided to make the work compulsory for civilians as well and the program went into full effect in September. Hours of credit were attached to the course and each college was left free to decide whether these hours are to be counted toward the normal requirement for graduation.

Considering the magnitude of the operation (more than four thousand male students enrolled) the work has gone on very successfully and the student response to it has been upon the whole very favorable. The greatest difficulty is that the course has not been too well incorporated into the civilian curricula; in most cases it is an addition to an already full schedule and it is difficult for students to find a favorable hour for the new work. This handicap will now be accentuated because the heavy load of instruction for students in the Army and Navy courses will leave all too little choice of hours of civilian classes in physical training and this affects particularly the students who need to support themselves to any extent.

In the fall of 1942 the program of induction and orientation was arranged so as to include physical examinations for all new students and this procedure is to be continued. The results in the early detection of disease and physical defects seem to justify fully the very considerable difficulty in administering this undertaking.

In respect of hygiene the Faculty took action in the direction opposite to that taken with regard to physical training, that is, in this case a general requirement was discontinued. Here again special considerations resulting from war conditions proved to be a large factor in the decision. The requirement of a course in hygiene

was instituted after the first world war had revealed a disturbing lack of physical fitness in young men of military age. After experimenting with a one-hour course extending through four terms the Faculty decided upon a two-hour requirement in the freshman year and this has continued since 1928. The requirement has more than once been called into question chiefly on the score of the troubles that generally beset a course required of very large groups of students. The action of the Faculty in discontinuing the requirement was precipitated by the circumstance that the members of the clinical staff who had been employed to give part time to the teaching of hygiene were no longer able to give adequate time to this work because of the very urgent demands on them in the University Clinic for service to large contingents of men sent to the University by the Navy. The courses in hygiene will continue on the elective basis and they merit the consideration of students throughout the University.

In order to bring together the administration of the teaching of hygiene, research in clinical medicine, and the operation of the Clinic and the Infirmary, the Board of Trustees has authorized the establishment of a Department of Clinical and Preventive Medicine as of July 1, 1943. Dr. Norman S. Moore was appointed chairman of this department.

SCHOLARSHIPS

Under the terms of the will of Isabel H. Schelling the Board of Trustees has established a fund to be known as "The Stewart L. Woodford Fund" in memory of General Stewart L. Woodford who evinced great interest in the University in its earliest days and himself established the Woodford Prize in public speaking. Two-fifths of the income of the fund contributed by Miss Schelling will be used for scholarships for men and the administration of that part of the income was entrusted to the Committee on Student Aid.

Over a very long period the award of the University Undergraduate Scholarships and the Lefevre Scholarships has been made on the basis of special examinations in English, mathematics, and a foreign language, given at the opening of the fall term. The adoption of the accelerated program of instruction, with students entering at various times in the year, made a change of procedure necessary. It was decided to base the awards on the ratings obtained on the College Entrance Examinations Board's spring examinations, the successful candidates to enter in either June or November. The examinations to be used are the Board's Scholastic Aptitude Test, the Achievement Test in English composition, together with any two other achievement tests.

MEASURES CONNECTED WITH THE WAR EFFORT

Inevitably much of the Faculty's attention has been given throughout the year to questions relating to the war services of the University, and the energies of many members of the staff and particularly of the officers of administration have been directed to the multifarious details involved in getting the Army and Navy programs of instruction under way. Reference is here made only to those items that have called for formal action by the Faculty.

The immediate administration of the Army and Navy programs in so far as instructional aspects are concerned was entrusted by the President to a special committee composed of Deans Ogden, Hollister, Ladd, Clarke, and Blanding, Director Gibson, with the dean of the University Faculty as chairman, and Professor Jean Failing as secretary. The two commanding officers, Colonel E. R. Van Deusen and Captain B. W. Chippendale have continuously and generously cooperated with this committee as have also many others directly concerned with the many details that need attention.

In the year 1941-42 the calendar for the year 1942-43 was set to the extent of providing that there should be two terms of fifteen weeks each with Commencement falling upon May 24. Since in the end it was determined to begin the Army Specialized Training Program on June 14 and the Navy College Training Program on July 1, this proved to be a favorable arrangement of the calendar as it gave a period of five weeks in which to complete plans for the new courses.

The Army Program was initiated on June 14 by the enrollment of students in the basic course and in the special curricula in Personnel Psychology and Area and Language. The plan calls for four terms a year, each of twelve weeks of instruction and one week for the transfer of students.

When it was announced that the Navy College Training Program is to consist of three sixteen-weeks terms a year, these to be included in the periods July 1 through October 31, November 1 through February 29, and March 1 through June 30, and it was known that civilians and navy trainees might be enrolled in the same classes, it was decided to make the civilian calendar of the University for 1943-44 coincide with that desired by the Navy, with registration of students set for July 1, 2, and 3, November 1 and 2, and March 3 and 4.

With respect to credit for work left incomplete by reason of entrance into the armed forces within a term, the Faculty adopted the device which proved usable in World War I, that is, it was decided that when students leave within the term but subsequent to March 20, 1943, in order to enter upon active service, the grades plus and minus may be assigned as indicating respectively passing and non-passing work up to the time of leaving, passing work to be credited in full for the term. It is anticipated that necessity for such action will not recur.

Because of the insistent calls for college women trained for immediate service to industry, the University announced a number of curricula in such fields as accounting, nursing, secretarial work, social work, and industrial supervision. No attempt was made to attract students not already enrolled in the University but it was thought that some of those already enrolled might wish to turn to these immediately useful purposes. The response to these offerings was almost negligible, indicating doubtless the conviction of our students that the completion of their present lines of preparation is in the long run the best service they can render. At the same time it is to be noted that thirty women students responded to the special opportunity offered by the Curtiss-Wright Corporation and were transferred to other institutions for training leading to work in airplane factories; a similar group of a hundred and three students coming from other institutions was placed here for a period of ten months.

Shortly before the opening of the fall term the Faculty voted to place a ban on the ownership and operation of automobiles by students. Provision was of course made for reasonable exceptions. In spite of some troublesome and persistent offenders the action was generally accepted with approval and the problem has since virtually disappeared because undergraduates in Army or Navy courses are doubly restricted in this matter.

The State Education Department having established a War Service Diploma with certain provisions for war service, the Faculty voted to accept this as meeting the University entrance requirements in subjects covered by the diploma in the case of any student who has the usual preliminary approval of the Committee on Admissions in the school or college concerned.

In the months immediately ahead the Faculty will need to turn its attention somewhat from the training of students for war service to the equally important problem of meeting the needs of those who return from such service needing various amounts and kinds of preparation for peacetime pursuits. Incidental to this undertaking is the task of making a fair evaluation of the work done by men while in the activities of the war. With respect to this the Faculty placed itself on record as, on the one hand, opposed to giving blanket credit for military service, and as, on the other hand, equally in favor of accepting work, wherever done, provided it is appropriate to the degree toward which it is to be credited and is adequately attested as to its amount and its quality.

TENURE AND EFFICIENCY

As noted in the report for 1941-42, the Faculty gave a great deal of attention during that year to the extended report of the special committee on tenure and efficiency. Consideration of the report continued through the earlier meetings of this year and the items agreed upon for recommendation to the Board of Trustees may be summarized as follows:

1. ASSISTANTS. This title may be used for part-time academic employees on regular appointment, except where other titles are prescribed in the State Colleges by the appropriating authority. The qualifying adjectives "research" and "teaching" may be added to the title by any college or department which so desires.

2. INSTRUCTORS. This title is reserved for full-time appointees at the lowest rank. At the discretion of the department concerned and the administration, instructors shall or shall not have the right to vote in their college or school faculty. Those who have acquired this right shall be called "faculty" instructors; their maximum period of service is five years. The maximum period of service of instructors other than faculty instructors shall be five years.

3. ASSISTANT PROFESSORS. Maximum term: three years if they have been advanced to this rank after four or five years of service as instructors at Cornell; five years if they came to Cornell as assistant professors or have served here as instructors not more than three years; this limitation in each case being subject to the single exception that if by the end of their term they are definitely assured of appointment to a higher chair, which appointment is delayed for obviously temporary reasons, they may be continued in the interim at their present rank. The plan applies to assistant professors on full-time appointment only.

The assistant professorship under this plan is to be regarded as definitely a probationary rank; indefinite tenure begins with the associate professorship.

For transition from the old to the proposed new plan the Faculty approved the following procedure:

1. NEW APPOINTMENTS shall be made in accordance with the new plan at once.

2. PRESENT ASSISTANT PROFESSORS

a. An assistant professor who has served three years or less in this rank shall be regarded as serving his first term in this rank under the new tenure plan; provided, however, that if he is not to be reappointed, he shall be allowed at least one year from the time he is notified to this effect, to find a position elsewhere.

b. An assistant professor who has served in this rank more than three and less than twelve years shall be dealt with in the light of individual circumstances; provided, however, that if he is not to be reappointed, he shall be allowed at least one year from the time he is notified to this effect, to find a position elsewhere.

c. An assistant professor who has served in this rank twelve years or more shall be promoted to an associate professorship or given tenure at his present rank, unless he has already been notified that his present appointment is final.

d. The mere expiration of a term of appointment shall not in itself be deemed notification of the termination of one's service in any college or department, where the practice of repeated renewals has existed in the past.

3. PRESENT INSTRUCTORS

a. An instructor who has served less than four years in this rank shall be regarded as serving under the new tenure plan.

b. All other instructors shall be dealt with in the light of individual circumstances.

4. a. The status of each assistant professor and instructor under these provisions shall be determined with reasonable promptness and made known to him without delay.

b. The controlling purpose in fixing his status shall be to protect the University in its right to efficient service, and at the same time to safeguard the reasonable expectations of staff members which have been created by past practices, by length of service, by specific commitments, or by any other relevant circumstances.

These recommendations of the Faculty were transmitted to the Board of Trustees with indication of the changes in the wording of the University Statutes that might put them into effect. The judgment of the Board, while not unfavorable to the general purpose of the recommendations, was that action would best be

withheld because of the unsettled conditions at present affecting appointments of all kinds. In the meantime current practice will probably tend to conform to the proposed procedure.

THE WORK OF THE STANDING COMMITTEES

The Committee on University Lectures again arranged to have two groups of lectures on the Messenger Foundation. Six lectures were given by Professor Henri Peyre of Yale University on "Writers and their Critics." The other series, also of six lectures, was by Professor Carl Becker, Professor of History, Emeritus, on "The Founding of Cornell University." The Committee further presented eleven speakers for a total of fourteen lectures, six of them on the Schiff Foundation and eight on the Goldwin Smith Foundation.

The Committee on Student Conduct reports that aside from the minor incidents that are brought to the attention of the chairman, forty-six reported cases of misconduct were considered. Twenty-one students appeared in consequence of being charged by the Ithaca Police with being "disorderly" or "drunk and disorderly"; twenty-three in consequence of having repeatedly failed to comply with the instructions of the Board on Traffic Control in its effort to enforce the "no-car" rule; one in consequence of theft; and one in consequence of forging checks. In ten of these cases the Committee voted "no action"; in eleven a "warning"; in ten a "reprimand"; and in fourteen "parole" with terms varying from four weeks to two terms; one student was debarred from readmission except by special consent of the Committee. In this connection the chairman, Professor J. C. Adams, confirms the judgment expressed by his predecessor in last year's report, relative to the work of the Committee and he states the opinion that the services of the University Proctor, Mr. Charles D. Manning, should be singled out for high praise. This opinion is shared by successive chairmen and members of this committee and by the student body as well.

The Committee on Music reports a season successful in every way. Especially gratifying is the fact that in the unusually heavy sale of season tickets more than half of the purchasers were students. The Bailey Hall Series included Paul Robeson, baritone soloist, November 10; the National Symphony Orchestra, December 1; the General Platoff Don Cossack Chorus, December 11; Egon Petri, pianist, March 2; the Cleveland Orchestra, March 17; and William Primrose, violist, April 13. In the last of these programs Johana Harris, pianist, appeared as guest artist. Dr. Egon Petri, pianist-in-residence, in addition to his appearance in the Bailey Hall series, gave two concerts for students, November 1 and March 23. Besides the Bailey Hall series the Committee provided a concert by the Coolidge String Quartet, in Willard Straight Hall, on February 9.

In spite of the great reduction in the number of civilian students the Committee has decided to offer a program of six concerts in 1943-44 and for the convenience of students in the Army and Navy units in the University most of these events will be arranged for Saturday evenings.

CORNELIUS BETTEN,
Dean of the University Faculty.

APPENDIX III

REPORT OF THE DEAN OF THE
GRADUATE SCHOOL

To the President of the University:

SIR: I have the honor to present the report of the Graduate School for the year 1942-43.

During the year just ended the contractions of graduate work caused by the War have continued: enrollment has fallen off, graduate students have entered the armed forces, projects of research have been geared more closely to the needs of the army and navy, and many projects have had to be abandoned for lack of personnel or equipment. It is clear, however, that the enrollment for 1942-43 still does not show the full force of the War's impact upon the Graduate School. The figures for next year will certainly be smaller, but how much smaller depends on circumstances that cannot be foreseen. Under existing conditions it looks as if enrollment might level off at a figure between 300 and 350. If, however, the draft were extended more drastically to heads of families, this number would be still further reduced.

Under these circumstances there has naturally been an accumulation of scholarship funds. On the other hand, it is practically certain that the end of the War will bring unusual demands upon such funds. A considerable number of well qualified candidates will be released in a short time, and all will be anxious to resume their professional education. It is, therefore, obviously good policy to have funds in hand to meet that contingency, in place of lowering the standards of appointment to meet present conditions. Accordingly, on December 12, 1942, the Executive Committee of the Board of Trustees adopted the following resolution.

For the duration of the present emergency it shall be the general policy of the University, where fellowships and scholarships cannot be filled because of inability to get the proper personnel, to carry the income forward for subsequent use when competent personnel again becomes available.

It has been the policy of the Graduate School to advise departments to accumulate their scholarship funds unless entirely satisfactory applicants happened to be available.

A similar state of affairs has existed with respect to research subsidized by the Trustee-Faculty Committee on Research. Competent assistants for many investigations could neither be got nor kept. In some cases adequately trained women have been found. The Dean ventures to express the hope that more women will continue to be trained for such positions after the War, and that suitable positions in faculties will be more frequently open to them. Investigation has been hampered also by the difficulty of getting supplies, equipment, and apparatus. The Trustee-Faculty Committee has followed the policy of supporting research that can still be carried on, but more particularly of trying to conserve existing resources that must be kept in being until research is resumed. As in the case of scholarship funds, it is most desirable that funds for the support of investigations be available at once when work can be resumed.

GEORGE H. SABINE,
Dean of the Graduate School.

TABLE I
STATISTICS OF ATTENDANCE OF GRADUATE STUDENTS
A. TOTAL ENROLLMENT

	1942-43	1941-42	1940-41	1939-40	1938-39
Number of students registered during the academic year.....	595	839	966	1000	1049
Number of students registered during the summer, as below.....	523	572	798	824	815
Summer Session.....	284	394	577	624	649
Personal Direction.....	182	132	182	164	132
Candidate for Degree Only....	57	46	39	36	32

B. COMPARATIVE ENROLLMENT OF GRADUATE STUDENTS FOR FIVE-YEAR PERIODS

1912-13	1917-18	1922-23	1927-28	1932-33	1937-38	1942-43
376	279	540	767	1044	955	595

C. NEW GRADUATE STUDENTS

	During Academic Year 1942-43	Summer Session 1942
Ph.D. degrees.....	93	8
A.M. and M.S. degrees.....	88	60
Professional Master's degrees.....	16	14
Resident Doctors.....	0	0
Non-candidates.....	11	3
Withdrawals after registration.....	1	1
Total.....	209	86

TABLE II
GRADUATE STUDENTS RECEIVING DEGREES CLASSIFIED ACCORDING TO THE DEGREE RECEIVED

	1942-43	1941-42	1940-41	1939-40	1938-39
Master's Degrees					
Masters of Arts.....	42	58	65	79	81
Masters of Arts in Education....	0	2	2	4	4
Masters of Science.....	65	46	98	84	69
Masters of Science in Agriculture	6	9	5	17	17
Masters of Education.....	1	0	0	0	0
Masters of Science in Education..	30	35	18	38	28
Masters of Regional Planning....	1	0	0	0	0
Masters of Science in Engineering	5	10	15	18	22
Masters of Laws.....	1	0	1	1	0
Masters of Architecture.....	0	1	9	2	1
Masters of Fine Arts.....	0	0	0	1	0
Masters of Landscape Architecture	0	0	0	0	1
Masters of Chemical Engineering	2	1	1	0	2
Masters of Civil Engineering....	3	5	5	6	11
Masters of Electrical Engineering	1	0	0	0	1
Masters of Mechanical Engineering	2	0	2	3	3
Total Master's Degrees.....	159	167	221	253	240
Doctors of Philosophy.....	131	119	167	131	130
Doctors of the Science of Law.....	0	1	0	0	0
Total.....	290	287	388	384	370

PRESIDENT'S REPORT

TABLE III

GRADUATE STUDENTS CLASSIFIED ACCORDING TO THE DEGREES
FOR WHICH THEY ARE CANDIDATES

	<i>Academic Year</i> 1942-43	<i>Summer</i> 1942
Doctors of Philosophy.....	384	105
Doctors of the Science of Law.....	0	0
Master's Degrees, as below		
Masters of Arts.....	51	94
Masters of Arts in Education.....	1	0
Masters of Science.....	82	118
Masters of Science in Agriculture.....	11	13
Masters of Science in Education.....	8	62
Masters of Science in Engineering.....	17	7
Masters of Laws.....	0	1
Masters of Architecture.....	0	0
Masters of Fine Arts.....	1	0
Masters of Landscape Architecture.....	0	0
Masters of Chemical Engineering.....	3	2
Masters of Civil Engineering.....	2	2
Masters of Electrical Engineering.....	1	1
Masters of Mechanical Engineering.....	2	3
Masters of Education.....	2	0
Masters of Regional Planning.....	4	0
Non-candidates, as below		
Resident Doctors.....	4	5
Non-candidates.....	20	9
Others (withdrawals, duplicates, etc.).....	2	1
Total.....	595	523

TABLE IV

GRADUATE STUDENTS CLASSIFIED ACCORDING TO THE GROUP
IN WHICH THE MAJOR SUBJECT FALLS

	1942-43	1941-42	1940-41	1939-40	1938-39
Group A, Languages and Literatures	63	95	104	112	125
Group B, History, Philosophy, and Political Science.....	90	130	171	163	180
Group C, Physical Sciences.....	121	139	151	146	156
Group D, Biological Sciences.....	125	205	234	252	237
Group E, Engineering, Architecture	52	64	73	91	90
Group F, Science Departments, New York City.....	6	11	14	17	7
Group G, Agricultural Sciences.....	89	121	130	121	158
Group H, Law.....	0	2	1	1	0
Group I, Education.....	43	61	70	84	96
Others (Resident Doctors).....	6	11	18	13	—

TABLE V

INSTITUTIONS FROM WHICH GRADUATE STUDENTS RECEIVED
THEIR FIRST DEGREES

Acadia University.....	3	De Pauw University.....	1
Akron, University of.....	1	Dickinson College.....	1
Alabama Polytechnic Institute....	1	Drake University.....	1
Albright College.....	1	Drexel Institute of Technology....	2
Alfred University.....	2	Flora MacDonald College.....	1
Allahabad, Agricultural Institute of		Florida, University of.....	2
American University of Beirut.....	1	Franklin and Marshall College....	7
American University of Cairo.....	1	Fresno State College.....	1
Anderson College and Theological		Fuh Tan University.....	1
Seminary.....	1	George Peabody College for Teach-	
Arizona, University of.....	1	ers.....	1
Barnard College.....	2	Georgetown College.....	1
Bates College.....	1	George Washington University....	1
Battle Creek College.....	1	Georgia School of Technology.....	1
Baylor University.....	1	Gettysburg College.....	1
Bennett College.....	1	Ginling College.....	1
Berea College.....	1	Göttingen, Georg-August Uni-	
Bethany College.....	2	versity.....	1
Birmingham-Southern College....	1	Grove City College.....	1
Bombay, University of.....	2	Hamilton College.....	3
Boston University.....	2	Hamline University.....	1
Brigham Young University.....	3	Hampden-Sydney College.....	3
British Columbia, University of...	4	Hampton Institute.....	3
Brooklyn College.....	2	Harvard University.....	7
Brown University.....	2	Haverford College.....	1
Buffalo, University of.....	4	Hawaii, University of.....	3
California Institute of Technology		Hiram College.....	3
California, University of.....	12	Hobart College.....	2
California, University of, at Los		Hofstra College.....	1
Angeles.....	1	Holy Cross College.....	1
Carleton College.....	3	Houghton College.....	4
Carnegie Institute of Technology..	2	Howard University.....	1
Cedar Crest College.....	1	Hunter College.....	6
Chicago, University of.....	3	Iceland, University of.....	1
Cincinnati, University of.....	1	Idaho College.....	1
Clemson Agricultural College.....	2	Idaho, University of.....	1
Colgate University.....	1	Illinois Institute of Technology....	1
Colombia, Facultad Nacional de		Illinois, University of.....	24
Agronomia.....	1	Indiana Technical College.....	1
Colorado, University of.....	1	Indiana University.....	4
Colorado School of Mines.....	1	Iowa State College.....	13
Colorado State College of Agricul-		Iowa State Teachers College.....	1
ture and Mechanics.....	2	Iowa, University of.....	5
Colorado State College of Educa-		Ithaca College.....	1
tion.....	1	Jamestown College.....	1
Columbia University.....	5	Juniata College.....	2
Concordia College.....	1	Kalamazoo College.....	1
Connecticut State College.....	2	Kansas City, University of.....	1
Connecticut, University of.....	2	Kansas State College of Agriculture	
Copenhagen, University of.....	1	and Applied Science.....	3
Cornell University.....	94	Kansas State Teachers College at	
Dartmouth College.....	1	Pittsburgh.....	1
Davis and Elkins College.....	1	Kansas, University of.....	1
Dayton University.....	1	Kentucky, University of.....	1
Delaware, University of.....	1	Kung-Shang University.....	1
Denmark, Technical University of	1	Kyoto Imperial University.....	1

Ladycliff College.....	1	Northeastern University.....	2
Laval University.....	1	Northwestern University.....	1
Lehigh University.....	3	Oberlin College.....	11
Lenoir Rhyne College.....	1	Ohio State University.....	3
Louisiana State University.....	1	Ohio Wesleyan University.....	1
Lynchburg College.....	1	Oklahoma, University of.....	2
McGill University.....	4	Ontario Agricultural College.....	4
McMaster University.....	2	Oregon State College.....	2
Madison College.....	1	Pacific University.....	2
Maine, University of.....	5	Paris, University of.....	1
Manitoba, University of.....	1	Park College.....	2
Maryland, University of.....	1	Pennsylvania State College.....	9
Massachusetts Institute of Tech- nology.....	3	Pennsylvania State Teachers Col- lege at Mansfield.....	1
Massachusetts State College.....	7	Pennsylvania, University of.....	2
Mexico, University of.....	1	Pittsburgh, University of.....	4
Miami University.....	1	Princeton University.....	4
Michigan State College.....	5	Puerto Rico, University of.....	2
Michigan, University of.....	2	Purdue University.....	6
Middlebury College.....	4	Queens University.....	3
Minnesota, University of.....	3	Rennes, University of, France.....	1
Mississippi State College.....	1	Rensselaer Polytechnic Institute.....	3
Missouri, Central State Teachers College of.....	1	Rhode Island State College.....	5
Missouri, North Eastern State Teachers College.....	1	Richmond, University of.....	2
Missouri, University of.....	3	Rio de Janeiro, Escola Superior de Agricultura.....	1
Montana State College.....	1	River Falls State Teachers College	1
Montreal University.....	1	Roanoke College.....	1
Morehouse College.....	1	Rochester, University of.....	5
Morgan State College.....	1	Rosary College.....	1
Mount Allison University.....	1	Russell Sage College.....	1
Mount Holyoke College.....	6	Rutgers University.....	3
Muhlenberg College.....	2	St. Benedict's College.....	1
Muskingum College.....	1	St. Joseph's College.....	1
Nankai University.....	1	Santa Clara University.....	1
Nanking, University of.....	1	Shaw University.....	1
National Chi-Nan University.....	1	Siena College.....	2
National School of Agriculture, Costa Rica.....	1	South Dakota State College of Ag- riculture and Mechanical Arts.....	1
National School of Agriculture and Veterinary Medicine, Lima, Peru	2	Southern California, University of	1
National Tsing Hua University.....	1	Southern Illinois Normal University	2
Nazareth College.....	1	Swarthmore College.....	1
Nebraska, University of.....	4	Sweden, Agricultural College of.....	1
Nebraska Wesleyan University.....	2	Syracuse University.....	5
Newark College of Engineering.....	1	Tennessee, University of.....	4
New Mexico, University of.....	1	Texas Agricultural and Mechanical College.....	2
New York, College of the City of.....	3	Texas State College for Women.....	1
New York State College for Teach- ers at Albany.....	7	Tientsin University.....	1
New York State College for Teach- ers at Buffalo.....	2	Toronto University.....	4
New York University.....	4	Trinity College.....	1
North Carolina State College.....	2	Tulane University.....	1
North Carolina, University of.....	1	Tusculum College.....	1
North Central College.....	1	Tuskegee Institute.....	3
North Dakota College of Agricul- ture.....	4	Union College.....	1
		United States Naval Academy.....	1
		Utah State Agricultural College.....	7
		Utah, University of.....	1
		Vassar College.....	1

Vermont, University of.....	2	Western State Teachers College at Kalamazoo.....	1
Virginia State College for Negroes.....	1	Wheaton College.....	2
Virginia, University of.....	1	Whitworth College.....	1
Wake Forest College.....	1	William Smith College.....	1
Warsaw University.....	1	Wilson College.....	1
Washington Missionary College.....	1	Wisconsin, University of.....	3
Washington State College.....	4	Wooster College.....	1
Washington, University of.....	5	Worcester Polytechnic Institute.....	2
Wayne University.....	1	Wyoming, University of.....	2
Wellesley College.....	2	Yale University.....	2
West Virginia, University of.....	2	Yenching University.....	1
Western Reserve.....	1		

TABLE VI

GEOGRAPHICAL DISTRIBUTION OF GRADUATE STUDENTS

Alabama.....	8	Tennessee.....	6
Arizona.....	1	Texas.....	8
California.....	13	Utah.....	11
Colorado.....	2	Vermont.....	5
Connecticut.....	8	Virginia.....	7
Delaware.....	2	Washington.....	6
District of Columbia.....	1	West Virginia.....	2
Florida.....	5	Wisconsin.....	1
Georgia.....	2	Wyoming.....	1
Idaho.....	4		
Illinois.....	25	<i>United States Possessions</i>	
Indiana.....	9	Hawaii.....	1
Iowa.....	10	Philippine Islands.....	1
Kansas.....	5	Puerto Rico.....	3
Kentucky.....	2		
Louisiana.....	1	Total Number of Students from the United States.....	528
Maine.....	7		
Maryland.....	3	Brazil.....	2
Massachusetts.....	14	British West Africa.....	1
Michigan.....	5	Canada.....	22
Minnesota.....	6	China.....	18
Mississippi.....	1	Colombia.....	2
Missouri.....	8	Costa Rica.....	1
Montana.....	1	Cuba.....	1
Nebraska.....	6	Czechoslovakia.....	1
New Hampshire.....	1	Egypt.....	4
New Jersey.....	17	Greece.....	1
New Mexico.....	1	Iceland.....	2
New York.....	232	India.....	4
North Carolina.....	3	Japan.....	1
North Dakota.....	3	Mexico.....	2
Ohio.....	15	Nicaragua.....	1
Oklahoma.....	1	Peru.....	2
Oregon.....	3	Poland.....	1
Pennsylvania.....	36	Sweden.....	1
Rhode Island.....	8		
South Carolina.....	5	Total Number of Students from Foreign Countries.....	67
South Dakota.....	2		

APPENDIX IV

REPORT OF THE LIBRARIAN

To the President of the University:

SIR: I have the honor to submit the report of the Librarian of the University Library for the year ended June 30, 1943.

We are in the second year of our country's participation in the World War. The limitations on the acquisition of continental European books are the same as in the first year. The number of accessions is slightly less than it was last year. But the effect of the war is more noticeable in the staff. It is becoming increasingly difficult to secure mechanical or manual labor, and the catalogue staff has been seriously affected.

Even though the annual increase in the number of books has been slightly reduced, the problem of housing continues to be pressing, literally as well as figuratively. May it be permitted to repeat verbatim the words of the report of last year which deal with this problem. "The Librarian cannot refrain from pointing out once more the wisdom of preparing for this contingency before the breaking point is reached, and he ventures to repeat his hope that adequate working quarters and facilities may be provided for a loyal staff that had been handicapped by lack of room even before the last addition was made to the stack space. Unless an entirely new library building can be planned for, the logical remedy would be an added wing on the Northwest corner of the present building, somewhat like the extension erected on the Southwest corner in 1936-37." In the fervor of post-war planning the proper functioning of this vital organ in the University's life and activity should not be overlooked.

STAFF

Mr. Eric T. Schuler, cataloguer, resigned in April, 1943, to accept a position in The Office of Strategic Services in Washington. His successor has not yet been named. Mrs. H. Rosalind Speed gives half-time as a cataloguer instead of full time. Miss Barbara Veit, assistant in the Readers Division, resigned in May, 1943. She is succeeded by Miss Elizabeth Timmerman.

ACCESSIONS

The total amount expended for books, periodicals, and binding, according to Miss Ingersoll, Supervisor of Accessions, was \$30,805 as against \$36,961 in the preceding year. The total number of volumes added on the University Library's Accession books was 14,151 as against 14,541 last year. Of these 11,194 were for the general Library, while 2,957 went to special collections and to department and college libraries. For the General Library, books to the number of 5817 were purchased, 5377 were received by gift or exchange.

	<i>Items added</i>	<i>Present extent</i>
General Library.....	11,194	720,158
Dante Collection.....	1	10,897
Petrarch Collection.....	—	4,577
Icelandic Collection.....	125	21,955
Wason Chinese Collection.....	397	42,688
Wordsworth Collection.....	43	—
Wordsworth Collection (MSS).....	16	2,882
Cornell University Theses.....	496	16,152
Philological Seminary.....	—	1,174
Sage School of Philosophy.....	13	1,015
French Seminary.....	—	24
German Seminary.....	—	759

LIBRARIAN'S REPORT

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Latin Seminary.....	—	326
American History Seminary.....	—	671
Manuscripts.....	14	1,039
Maps.....	23	1,246
Cornell University Maps and Plans.....	—	202
U. S. Coast Survey Charts.....	—	950
U. S. Geological Survey Atlases.....	—	216
U. S. Geological Survey Topographical Maps.....	—	5,739
British Geological Survey Maps.....	—	600
College of Architecture Library.....	757	5,325
Barnes Hall Library (Religion).....	64	4,112
Chemistry Library (Special).....	8	552
Comstock Memorial Library (Entomology).....	218	2,605
Economics Laboratory Collection.....	—	340
Flower Veterinary Library.....	223	13,423
Forestry Library.....	—	1,181
Goldwin Smith Hall Library.....	185	4,635
Hart Library (English Literature).....	—	4,666
Gray Memorial Library (Electrical Engineering).....	5	900
Kuichling Library (Civil Engineering).....	7	2,357
Rockefeller Hall Library (Physics).....	—	1,190
Van Cleef Library (Zoology).....	362	5,448
Total including MSS and Maps.....	14,151	880,004
New York State College of Agriculture Library.....	5,324	133,107
New York State College of Home Economics Library.....	581	11,645
Law Library.....	1,556	117,823
Total on entire campus.....	21,596	1,142,563

CATALOGUE DIVISION

Miss Speed, the Head of the Catalogue Division, reports the following figures:

Volumes and pamphlets catalogued.....	17,020
Maps.....	22
Manuscripts.....	17
Microfilms.....	3
Titles added to catalogue.....	9,845
Typewritten cards added.....	18,370
Printed cards.....	32,430
Cards added to Library of Congress Depository Catalogue.....	80,858
Additions to cards.....	9,618
Volumes recatalogued.....	198
Cards corrected or dated.....	4,728

CLASSIFICATION AND SHELF DIVISION

The figures reported by Mr. De Grassi for this division are:

Books classified.....	12,809
Public Documents.....	2,229
Maps.....	22
Manuscripts.....	22
Microfilms.....	3
Theses.....	304
Presses moved.....	415

PERIODICALS DIVISION

Miss Leland, the Head of the Periodicals Division, reports:

Periodicals currently received

By subscription.....	1,053
By gift and exchange.....	1,347
Total.....	2,400
Number of volumes on open shelves.....	3,414
Current periodicals on open shelves.....	530
Issued for brief home use.....	497
Volumes of periodicals bound.....	3,119

Among the new periodicals added this year were: *Annals of Science*, *Nautical Gazette*, *Quartermasters Review*, *Progressive Education*, *Renaissance*, and *Soaring*.

Significant additions were made to our newspaper holdings through the efforts of Professor Paul W. Gates, of the Department of American History and of Mr. Whitney R. Cross, Curator of the Collection of Regional History. They included the *Atchison (Kan.) Champion*, 1865-1917; *Corning, (N. Y.) Journal*, 1891-1915; *Watkins (N. Y.) Express*, 1909-1913; *Watkins (N. Y.) Review* 1907, 1909-1913.

READERS DIVISION

Mr. Willis, Associate Librarian, in charge of the Reading Room and of Inter-Library loans, reports:

Days open to the public.....	337
Registered borrowers	
Faculty.....	1,155
Students	
College year.....	3,390
Summer Session.....	260
Recorded use	
Reading Room (number of books).....	109,320
Seminary Rooms.....	1,546
Stalls.....	2,010
Laboratories and Departments.....	5,613
Home use (including 11,092 Seven-day books and 497 brief loans of periodicals).....	46,845

INTER-LIBRARY LOANS

Lent to other libraries.....	1,000
Borrowed from other libraries.....	535

The number of university, college, government, and industrial libraries that borrowed from Cornell was 160. Among them were:

Agfa Ansco Corporation.....	89	Princeton University.....	18
Syracuse University.....	43	Columbia University.....	15
University of Rochester.....	42	E. I. du Pont de Nemours and Co.	14
University of Buffalo.....	38	University of Illinois.....	14
Pennsylvania State College.....	34	Vassar College.....	14
Wells College.....	31	Duke University.....	13
Eastman Kodak Company.....	29	Hamilton College.....	11
Texas Oil Company.....	26	Brown University.....	10
Harvard University.....	25	University of Chicago.....	7
Rutgers University.....	19	University of Michigan.....	5
New York State Library.....	18		

Cornell borrowed books from 72 other libraries. Among them were:

Library of Congress.....	121	University of Toronto.....	13
Princeton University.....	55	Hamilton College.....	12
Harvard University.....	40	University of Michigan.....	12
University of Rochester.....	38	Union Theological Seminary.....	12
New York State Library.....	22	Yale University.....	12
University of Chicago.....	18	Brown University.....	10
Columbia University.....	16	Syracuse University.....	8
Western Reserve University.....	16	Dartmouth College.....	6

GIFTS

The donors list this year includes 619 names. Of the books added to the general collection 5,377 were gifts or exchanges; 5,817 were purchased. By gift or exchange we received 1,347 periodicals, and we subscribed to 1,053. Many periodicals were the gifts of their publishers or editors; others were presented by learned societies, foundations, corporations, and government agencies, both foreign and domestic. To all of these we offer our warmest thanks.

The Cornell Library Associates, which began their activities last year have continued their good work. The officers this year are Professor H. B. Adelman, President, Dr. Nellis M. Crouse, Secretary, and Professor Paul W. Gates, Treasurer. They are aided by an advisory board of twelve members who represent the various library interests on the campus. A special and very successful appeal was made to the members of the Faculty, who responded with donations amounting to more than \$1,000. Among the books presented by the Library Associates to the University Library this year were 30 volumes of the publications of the Champlain Society, Henry E. Dresser's "A History of the Birds of Europe." (London, 1871-1896), and Ernst H. Zimmermann's "Vorkarolingische Miniaturen" (Berlin, 1916).

Just before the end of the year the University Library lost one of its oldest and most loyal friends. Mr. William F. E. Gurley died in Chicago in the last week in June. One of his last acts was to increase the Anna S. Gurley Memorial Book Endowment from \$1,200 to \$2,000. The income of this endowment is used for books in the field of drama. Mr. and Mrs. Gurley have been constant donors of books aside from those provided by the endowment.

A new endowment was established this year by Dr. William H. Glasson, Dean Emeritus of the Graduate School of Duke University. Dr. Glasson, an alumnus of Cornell of the Class of 1896, presented \$500 as an endowment for "philately, numismatics, and irredeemable paper money."

Mrs. Louise F. Pierce and Mr. Elmer M. Johnson and Mr. John R. Armstrong have repeated their cash donations of former years, and from Mr. Edward R. Martinez-Ybor we received a welcome gift of \$200 for general use.

As in former years Mr. Victor Emanuel has been generous in providing additions to the Wordsworth Collection. His donations this year included fifteen autograph letters of William Wordsworth and Mary Wordsworth, and one autograph letter of Grace Darling. In addition to this, Mr. Emanuel provided funds for the publication of Professor Leslie N. Broughton's edition of "Some Letters of the Wordsworth Family" and also of Professor Broughton's Supplement to the catalogue of "The Wordsworth Collection."

The joint donation of Mrs. Charles Rubens and Mr. and Mrs. Edward S. Weil, which came to us through the kind offices of Professor Harry Caplan, brought to the Library one of the most significant additions of recent years. It consisted of a collection of fifty-five original fifteenth century woodcuts published by W. L. Schreiber under the title of "Woodcuts from Books of the 15th Century" (Munich, 1929) and three large collections containing, in all, 300 original leaves from incunabula, collected by Konrad Haebler: The German Incunabula, The Italian Incunabula, and The West-European Incunabula (Munich, 1927-1928). Added to these were four complete incunabula, thirteen miscellaneous volumes and pamphlets, and one sixteenth century leather binding with gold tooling.

Through the efforts of Professor A. H. Wright, we secured by gift or exchange ninety-nine volumes of the "Connecticut Register and Manual" (1830-1942), forty-three volumes of the "Rhode Island Annual" (1867-1942), and eighty-nine volumes of the "Massachusetts Vital Records."

Miss Mary Hull continued the series of gifts, mostly from the library of the late Professor Charles H. Hull, with 227 books, pamphlets, maps and documents, also one incunabulum.

From the Estate of Harry H. Pratt, through Surrogate George W. Pratt, we received the Corning Daily Journal 1891-1915, the Corning Weekly Journal 1851-1891, the Elmira Daily Advertiser 1868-1870, and the New York Weekly Tribune 1862-April 7, 1866. From the Estate of Bessie Beahan came about 500 miscellaneous books and pamphlets; from Mr. Woodford Patterson 231 volumes; from Mr. Howard S. Levie 154 volumes; from Miss Laura MacElroy (through Professor Paul W. Gates) 691 miscellaneous numbers of magazines and 459 numbers of local newspapers; from Mrs. George B. Upton (through Professor A. H. Wright) 50 volumes; from Mr. John Stambaugh, III, '45, from the library of his father John T. Stambaugh, '84, founder of the John Stambaugh Professorship, 207 volumes; from Mrs. Richard E. Williams 241 volumes; from Professor Cony Sturgis 26 volumes; Miss Charlotte Howe 26 volumes.

As in past years Mr. Carter R. Kingsley has not only given us books in his own name, but has been very helpful in persuading others to bestow gifts on the Library. Mr. James McCall gave us the United States Magazine for August 1779 and Beers' Almanac for 1825 as well as other books. Mr. Donald C. Kerr donated the Boston Gazette and Country Journal, No. 787, for May 7, 1770. Mr. R. W. G. Vail, '14, Librarian of the New York State Library, made a personal gift of four autograph letters (Goldwin Smith, Andrew D. White, Hiram Corson) as well as books. From Mrs. H. D. Reed we received the order books of the Ithaca firm of Andrus and Church from September, 1885 to August, 1889, and several volumes of The Crank, a Cornell engineering journal (1887-1892), and 83 various Ithaca imprints; from Mr. Maurice W. Nixon, volumes 7 to 26 of Fortune.

In the donors list are included the names of eighty-one members of the teaching staff and of the administration of the University.

For the loyal support of these benefactors we are especially grateful. Some of them like Professor Walter F. Willcox are donors of long standing, who have always been generous. Professor Victor Lange gave us 17 items; Professor R. S. Hosmer, fifteen; Professor Carl Becker, fourteen. From Professor G. T. Bergin we received twelve volumes of Italica (1926-1939); from Dr. R. T. Clausen, volumes 1-6 of the Bulletin of the South Carolina Academy of Science; from Professor H. P. Weld 34 books on gardening from the library of the late Mrs. H. P. Weld. In addition to 64 miscellaneous items Professor A. H. Wright presented us with a generous supply of his recent "Studies in History", nos. 1-4, which we are permitted to use for exchange. This is a type of gift which is not common, but it is particularly useful to a library which does not have a varied series of university publications to use for this purpose.

OTTO KINKELDEY,
Librarian.

APPENDIX V

REPORT OF THE CURATOR, COLLECTION OF REGIONAL HISTORY

To the President of the University:

SIR: I have the honor to submit the report on the Collection of Regional History for the year ended June 30, 1943.

Only seven months of actual operating time elapsed between the establishment of this Collection and the year's end. That period has sufficed to organize and begin building a manuscript collection devoted to the history of upstate New York and such bordering areas as belong in a homogeneous cultural unit. This brief experience also serves to foreshadow possible future developments and to point out coming problems. Attention focused on them at an early date may well expedite the developments and minimize the difficulty of the problems.

The Collection of Regional History received before July 1, 1943, one hundred six accessions of manuscripts and related printed items. Of these seventy-eight are donations, six are deposits, and twenty-two are purchases. The largest single acquisition, a deposit by the Agricultural Economics Library of the University, enabled the Collection of Regional History to be born full grown in one subject field. The thirteen hundred seventeen bound volumes of farm and farm industry accounts deposited form an important body of agricultural data. Several thousand loose manuscripts received in the same deposit have yielded upon examination a number of separate sets of valuable records, though not all are as yet classified. A second important addition came upon the deposit by the Cornell University Library of fifty-nine volumes or lots of manuscript material relating to local history. The transfer of these two sets of historical sources provides a precedent for future action. Once adequate space is available, other papers may be found in the University whose centralization would greatly enhance their usefulness. The most important of these papers are the records of the University itself, which certainly deserve to be unified and classified, and could suitably become the core of a regional history collection, just as the University occupies a centrally important position in the life of upstate New York.

The Curator's attention has been mainly devoted to stimulating donations from the general public. Outstanding among the donations made are the Thomas K. Beecher papers from Miss Ellen W. Farrar of Elmira; the books of the Glen Springs Hotel from Mr. William Leffingwell of Watkins Glen; the Daniel S. Lamont papers from Mrs. Florence Walter, Librarian of the Daniel Lamont Memorial Library at McGraw, New York; Ezra Cornell letters from Mr. David Chambers of Wilmington, Illinois; the books and accounts of John G. Jones and Company from Mrs. Laura J. MacElroy and Dr. Roy Jones of Remsen, New York; papers relating to Seneca Lake steamers and to the Junction Canal Company, from the Rathbone Corporation, Elmira; and the papers of Dr. Daniel Holmes, a major and surgeon in the Civil War, from Mrs. F. M. Shoemaker of Elmira.

An important aspect of collecting has been the gathering of news files. Through the Collection of Regional History the Library has received 187 volumes and 2,582 loose issues of New York State newspapers and periodicals. Significant gifts were the complete editor's file of *The Corning Journal*, 1851-1915 (80 volumes) donated by the estate of Harry H. Pratt; 24 volumes of *Steuben Farmers' Advocates*, 1840-1889 and 34 volumes of *Steuben Couriers*, 1857-1916, donated by Mr. Merritt M. Landon, editor of the *Advocate*; and the complete surviving editor's file of the *Wayne Democratic Press*, 39 volumes between 1872 and 1938, given by Mrs. H. T. Van Camp of Brooklyn, New York. Large-sized lots of loose issues were given by Mrs. Laura J. MacElroy, Remsen, New York; Mrs. T. J. White, Jamesville, New York; and Mrs. Herman Petersen of Poolville, New York. Aside from newspapers, the Collection of Regional History has received fifty school textbooks of New York State imprint, which have been turned over to the

School of Education, and ten pamphlets and books which have been sent to the Cornell University Library.

The shelves originally provided for this Collection have been more than half-filled in seven months. Working room is required for visiting students as well as for sorting and indexing manuscripts. No adequate space for the storage of supplies, reference library, or incoming parcels has been provided, and there is no room for display equipment when that may be secured. Arrangements have been made to store certain little-used collections in the attic of Boardman Hall. That location, however, is not convenient, and is extremely undesirable for housing manuscripts of any value. Beyond need of greater space of whatever sort is one even more serious. No collection of manuscripts should be housed in a building less than completely fireproof. Cornell University must work at a distinct disadvantage in collecting documents until absolutely fireproof storage can be offered to its clientele. A third problem of housing is the crowded condition of the main library. Newspaper files demand large shelves and extensive stack area. At this year's rate of accessions, the Library will soon be unable to receive any more papers. This special problem aggravates the already serious crowding of that building.

Inadequate facilities will not be allowed to restrain the Curator's efforts to increase the extent and value of Cornell University's holdings in regional history, but early planning will be necessary to prevent an absolute stoppage of activity at a point in the not distant future.

WHITNEY R. CROSS,

Curator of the Collection of Regional History.

APPENDIX VI

REPORT OF THE DEAN OF THE COLLEGE OF ARTS AND SCIENCES

To the President of the University:

SIR: I have the honor to present this report of the College of Arts and Sciences for the academic year 1942-43.

Since the College now runs throughout the summer, it is not quite clear what constitutes an "academic year." I report, however, on the more or less continuous operation of the College during the fiscal year July 1, 1942 to June 30, 1943. Within this period we have seen many changes of faculty and students owing to the war emergency. I shall leave to the Registrar the report of attendance which he is in position to make with a greater degree of accuracy than I can assume.

In reviewing the work of the College I have been accustomed, in recent years, to refer to the calculation of "student hours" which the Registrar makes annually for each college in Ithaca, and also for each department of the College of Arts and Sciences. A study of these figures gives a better account of our teaching than does the bare number of different students enrolled at one time or another during the year. The number of these hours computed for the College in the year past is 76,982. In comparison with the total for the previous year, which was 88,763 in two terms, the difference, 11,781, when divided by thirty, the average number of hours earned by one student in a year, indicates that we have instructed the equivalent of some 390 fewer students. If, however, comparison is made with the total number of "student hours" in the College when I became Dean, twenty years ago, which number was 76,668, it will be seen that even with the current loss of students which the war has entailed, instruction was given last year to more students than in 1923-24. I note also that the College enrollment—1919—in that earlier year was almost as large a number as we have ever had. This fact indicates that our services to the students of other colleges in the University have greatly increased. This steady increase in our service to the University as a

whole has been commented upon in previous reports. Of last year's "student hours" the College carried nearly forty-six per cent of the total, and forty-eight per cent of this load is accounted for by students not registered in the College.

Facts such as these appear to have a bearing upon the review of the University's total picture of instruction, and the plans now being formed by a special committee of the University Faculty for post-war procedures. A Division of General Studies in which most of our service-courses might be gathered together and administered was suggested in my report for 1938-39, and the subject was thereafter referred to the Committee on University Policy. The subject may perhaps be appropriately reconsidered by the University's present committee on post-war plans.

As for the main business of the College, as I accepted it twenty years ago, it was and has been the cultivation of the liberal arts and sciences. It has always appeared to me that any college is defined by the subjects it teaches, and that the peculiarity of a college of liberal arts lies in the promotion of scholarship in those fields of knowledge in which the mind of man has found freedom to roam without utilitarian compulsion or ambition. The ideal of cultivating one's leisure is not always attained by our students, nor is it always attainable. Too often a student is sent to college for an education which both he and his parents expect will become useful in a more specific sense than his teachers, chosen for their scholarly interests and productivity, are able to give. This fact has worried the colleges for a long time, and is at the root of the perennial question of the survival of the liberal arts—a question which the transformation of most of our colleges into training units for Army and Navy students is bound to make acute.

In my report of 1936-37 I analyzed the interests of some five hundred entering freshmen and found, at the time, only three and one-half per cent definitely interested in scholarship. One-quarter of these freshmen were then undecided, nearly one-half thought themselves to be definitely headed for the professions of medicine, law, and teaching, while the rest looked forward to a vocation such as business or the chemical industry. Surely it is not a bad sign if students think they know what they want to become in life when they enter a college of liberal arts. Neither is the college unmindful of its high duty to supply an appropriate cultural background for future professional and vocational effort. It does make one wonder, however, if the cultivation of leisure, defined by Aristotle as the purpose of a liberal education, is to our students the fascinating pursuit which it is to their teachers. We teachers have, I think, an uneasy feeling that many of our students, for all their docility, get by our courses in order to be in a position to do something else which seems to them more important.

Lacking the facilities of a tutorial system of some sort, the faculty introduced a scheme of informal study twenty years ago which was intended to relieve able and interested students of some of the routine of classroom instruction and bring them "on their own" into personal contact with certain teachers of their choice with whom they might work freely and independently. The plan, with some minor modifications and extensions, is still a regular part of our offering; but the number of students who avail themselves of it is not large. Likewise an opportunity to earn credit towards graduation by examinations at entrance, which has been given for many more years than the period of my deanship, has interested very few students indeed. Even the extension of this opportunity, which now permits students to complete by examination the second term of a freshman course, has drawn few takers. Until the acceleration of study demanded by wartime conditions, the routine of four years in college seems to have been a prevailing motive with most of our students. Whether we shall return to it after the war is over, or proceed with "intensive" programs, I do not venture to predict; but certainly the cultivation of leisure finds little encouragement in an accelerated program of study.

During the twenty years past the College has moved away from, rather than towards, vocational offerings. Our special course in Chemistry with its degree, B.Chem., was first redirected towards Chemical Engineering and then, in 1937-38, transferred to the College of Engineering. The training of teachers in the professional aspects of their work was given over to the School of Education in 1933-

34, and our Department of Education was discontinued in 1940-41. On the other hand, our students have long enjoyed the freedom to elect courses in other colleges and to count these credits towards the degree A.B. to the extent of one-quarter of their prescribed credits.

There has been one notable shift of interest in our students as gauged by their election of major fields of concentration. In 1927-28 nearly forty per cent were following the humanities, as distinct from the social sciences, which claimed thirty-five per cent, and the study of mathematics and natural science with their twenty-five per cent. The humanities have now exchanged places with the last-named group of studies. Interest in language and literature has declined; in part, no doubt, because of a marked decline in the preparation of our students, especially in the foreign languages. Until 1933-34 a minimum of five years of study in foreign languages, three in one and two in another, was required for admission to the College. In 1933-34 this requirement was reduced to three years of one language. In 1939-40 the alternative of two years in each of two languages was approved, and in the following year the exact specification of entrance requirements was altogether abandoned.

This bit of history has relation to my previous remarks on the interests of the present-day student. The abandonment of specified linguistic study, together with the abandonment of mathematics, has left the prospective college student without disciplinary training of any regular sort. This is not the time or place for discussing the indispensability of mathematics and foreign languages in a liberal education, but it would seem to be self-evident that no real cultivation of leisure is possible without discipline, and that if mathematics and the foreign languages, which have long served this purpose, are to be now dispensed with, some other sort of training must be found in their places. The study of natural science has much to commend itself in this respect, but only with the aid of mathematics. The study of fine arts, in which the College has made a notable beginning in recent years, can also yield a disciplinary training, at once liberal and leisurely; but a well-disciplined mind cannot evade the responsibility of clear thinking in words and numbers, and the entire pedagogy of graphic representation, tonal, poetical, and gestural composition still lacks a comprehensive methodology of instruction. Here, then, is an educational problem of the first importance.

The curricular requirements of the College for graduation have twice been subjected to thoughtful analysis and review during the past twenty years. After two years of study by a special committee our present plan was adopted by the Faculty in 1931-32. The plan now includes prescribed studies in English, foreign language, history, and a laboratory science, together with a major field of concentration which embraces both special and related subjects of study. Three-fourths of our students have commonly elected to concentrate in six fields, with students of economics and biology (chiefly pre-medical students) leading in numbers, followed by those who choose English, chemistry, history, and government.

A new proposal was studied in the years 1939-41, but failed to acquire sufficient support to bring it before the Faculty for adoption. The ideas in this study were chiefly two. In reference to prescriptions, it was proposed that each student should undergo a proficiency test at entrance in reading, writing, and speaking in the foreign language of his choice, and in mathematics. One term's work in each of these fields would have been given over to clinical tests and remedial work leading to a certification of reasonable proficiency. Those who could not meet the requirement at the end of one term might be allowed another, but no student would be continued in the College after three terms of unsatisfactory progress.

The second idea was to promote a general education in all the essential kinds of study which the College professes to teach. In order to meet this end the departments of the College were to be grouped in three divisions, roughly designated as the humanities, the social sciences, and the natural sciences, including mathematics. Each student was to elect twelve hours from each of these divisions with the understanding that effort would be made to provide among these electives comprehensive courses calculated to introduce the student to the ways of thought

and the larger results of scholarly inquiry in these divisions. It was not the intention, however, to set up required "survey" or "orientation" courses in each of these broad fields. Certain courses now in our curriculum, such as the two-year course in social science, would naturally suggest an appropriate means of satisfying one of these requirements, and it was thought that similar courses might arise in the other divisions. No great favor was shown to the idea that each division should try to cover all the ground in a single or even a double course, and it was recognized that the special departments of study which went into a division were often too distinct in interest to warrant a helpful amalgamation with one another.

Perhaps these two ideas will some day commend themselves for further consideration when, in times of peace, a new assessment of our purpose as a College seems desirable.

The past year has seen approval by the University Faculty of some of the ideas on the tenure of teachers which the Faculty of Arts and Sciences has long been considering. In my report of 1929-30 I advocated withholding the title Instructor from graduate students, and we have this year adopted the term Teaching Assistant for all teachers who are still pursuing graduate study.

In the year 1934-35 the Faculty of Arts and Sciences approved a limitation on the appointment of instructors to five years which has now become a rule of the University. The problem of tenure of Assistant Professors was discussed in my report of 1933-34, when it was noted that the thirty-seven persons then of this rank had an average tenure of six years. The University Faculty has now approved a single three-year appointment for all persons of this rank, though the Trustees have found it impractical to make the rule completely effective during the war-emergency. The discussion of this important problem has at least served to bring it forcibly to the attention of the departmental administrations, and we can be assured in the future of a closer scrutiny of each individual staff member during all the time of his term appointment.

Among the actions taken by the faculty of the College during the past year I note the following items:

1. Credit of one hour a term is now accorded the required work in physical training for both men and women, and likewise the four required terms of basic Military Science and Tactics for men. The advanced reserve officers training course, now temporarily discontinued, has been allowed credit of three instead of two hours a term. The faculty has ruled, however, that grades earned in these subjects shall not be included in computing a student's average and rank in his academic studies.

2. According to a minute of the faculty, "for the period of the war-emergency regular and punctual attendance upon all classes in the College shall be made a requirement by each member of the instructing staff who is directed to administer this requirement to the best of his ability." According to a further minute "it is expected that members of the staff will report delinquents at once to the Office of the Dean."

3. The following recommendations of the Committee on Educational Policy were adopted by the faculty: (a) "Courses offered outside the College of Arts and Sciences, but listed in the Announcement of the College, may be counted for credit within the ninety hours required of all candidates for the A.B. degree only provided they are approved for such credit by the Committee on Educational Policy of the College on recommendation of the department under which they are listed." (b) "Interdepartmental courses may be listed in the Announcement of the College of Arts and Sciences only if they are approved by the Committee on Educational Policy of the College on recommendation of all of the departments involved."

4. With reference to "Review Week", first approved in 1927-28, the faculty has affirmed a statement adopted in 1929-30 "that the policy of discontinuing formal instruction one week before the term-examinations be extended indefinitely, with the further recommendation that in courses which do not discontinue instruction the work of the week shall be devoted primarily to review." Considering the present conditions of accelerated study, and especially those of the Navy students now in training with us, the recommendation of a supervised review of

the course before final examination is taken appears to be of the greatest importance.

5. The faculty has approved the accordance of credit within the thirty hours allowed for electives outside the College to emergency courses such as have been set up for specialized war-training, including those of the so-called Curtiss-Wright program, and has agreed that some portion, not to exceed one-half, of the usual major-requirement may in certain cases be waived for students engaged in such specialized training.

6. The faculty approved a program of intensive study of Contemporary Russian Civilization which is being offered during the summer term under the direction of the Chairman of the Department of Slavic Languages and Literatures, Associate Professor Simmons.

7. The problem of the responsibilities of the faculty for teaching throughout the three terms in our present annual calendar has been partially met by approval of a definition of a normal teaching load as the equivalent of twenty-four credit-hours of instruction during the three-term year. Extra service beyond this amount will, if the financial condition of the University permits, call for additional compensation at the rate of one-thirty-sixth of annual salary per credit-hour, with a maximum return of \$125 per hour.

Because of the uncertainties which have beset us on account of the war situation as it has touched both students and faculty, together with the slowly developing plans of Army and Navy for specialized training courses on our campus, the work of the past year has been anything but normal. Despite these uncertainties, both students and teaching staff have shown the utmost forbearance and good will. It is gratifying to be able to commend the faithful services of all under these trying conditions, and to express gratitude especially to the administrative staff of my office, and to the members of the standing committees of the College who are listed below. The names in these lists of those who hold terminal appointments are followed by the dates of retirement.

Committee on Educational Policy: A. W. Laubengayer, 1943; F. G. Marcham, 1943; H. W. Briggs, 1944; C. W. Jones, 1944; James Hutton, 1945; F. O. Waagé, 1945; B. L. Rideout, R. P. Sibley, R. M. Ogden, *ex officio*.

Recently elected to succeed Professors Laubengayer and Marcham are Professors R. P. Agnew and L. L. Barnes.

Committee on Academic Records: A. L. Anderson (for L. S. Cottrell, Jr.), 1943; H. W. V. Lange, 1943; J. B. Rosser, 1943; J. C. Adams, 1944; Knight Biggerstaff, 1944; P. A. Underwood, 1944; T. G. Bergin, 1945; J. L. Hoard, 1945; E. J. Simmons, 1945; B. L. Rideout, R. P. Sibley, R. M. Ogden, *ex officio*.

Advisory Board for Underclassmen: H. B. Adelman, L. L. Barnes, S. H. Bauer, W. F. Bruce, Harry Caplan, G. I. Dale, P. W. Gates, P. W. Gilbert, H. E. Howe, W. A. Hurwitz, Elias Huzar, B. W. Jones, A. W. Laubengayer, F. G. Marcham, G. B. Muchmore, Richard Robinson, W. M. Sale, R. L. Sharp, F. O. Waagé, E. C. Wilson, B. P. Young, B. L. Rideout, Chairman, R. P. Sibley, R. M. Ogden, *ex officio*.

Committee on Boldt and Hall Scholarships: C. K. Thomas (Chairman), 1943; H. W. Thompson, 1944; C. W. deKiewiet, 1945.

Committee on Conduct of Examinations: G. E. Grantham, 1943; Elias Huzar, 1943; Margaret A. Kirkwood, 1943; Austin C. Smith, 1943; C. Lawrence Swezey, 1943; H. D. Albright, 1944; Roger B. Cartwright, 1944; J. H. Curtiss, 1944; Marjorie N. Underwood, 1944; G. P. Adams, Jr., 1945; Irving W. Holcomb, 1945; R. P. Sibley, R. M. Ogden, *ex officio*.

Committee on Decoration of Goldwin Smith Hall: M. G. Bishop, F. G. Marcham, and the Dean.

Committee on Goldwin Smith Reading Room: Otto Kinkeldey, Edwin Nungezer, and the Dean.

Committee on Pre-Medical Study in the College: L. L. Barnes (Chairman), H. B. Adelman, W. F. Bruce, and P. W. Gilbert.

R. M. OGDEN,
Dean of the College of Arts and Sciences.

APPENDIX VII

REPORT OF THE DEAN OF THE COLLEGE OF ARCHITECTURE

To the President of the University:

SIR: I have the honor to present the report of the College of Architecture for the academic year 1942-43.

ENROLLMENT

As a result of the second year of war there has been a steady decrease in the enrollment of students in the College.

The College operated for three full terms during the academic year. The summer term was on an elective basis to give those, who so desired, an opportunity to graduate earlier than would have been possible in normal circumstances; 49 students enrolled.

In September 1942 the total registration was 112 students; 29 were members of the entering class, 82 were old students returning; and two were special students. The second term began with an enrollment of 85, but in March the total was reduced to 70, due primarily to the loss of men students, members of the Army Enlisted Reserve Corps, called to active duty.

During the year 18 students were graduated; 3 were women. Of the 15 men, 8 were commissioned either as Ensigns in the U. S. Navy or as Second Lieutenants in the U. S. Army at graduation.

FACULTY

Miss Eleanor L. Johnson, A.B. Earlham College '38, B.S. School of Library Service, Columbia University '41, was appointed Cataloguer in the Library of the College beginning July 1, 1942. Mr. Robert P. Lang, appointed Librarian and Instructor in Fine Arts last year, was drafted for service with the Army. Miss Johnson has taken Mr. Lang's place as Librarian during his absence.

Associate Professor Walter King Stone retired at the close of the academic year and was subsequently elected Associate Professor, Emeritus, by the Board of Trustees.

Associate Professor Edward Lawson resigned on April 1, 1943.

On December 1 Professor A. Duncan Seymour was given a leave of absence so that he might take up duties with the U. S. Navy on the Cornell Campus as an instructor in navigation and seamanship.

Five members of the Faculty volunteered for special service as instructors, in addition to their other duties, in a program of instruction for 115 young women sent to Cornell by the Curtiss-Wright Aircraft Corporation. This program is under the general direction of the College of Engineering, and extends over a period of 44 weeks, terminating December 1, 1943. At the termination of the period of instruction the young women are expected to replace an equal number of men in the draughting rooms of one of the Curtiss-Wright plants. Professor Young is offering instruction in mechanics and the others, Messrs. Tilton, Warner, Mackesey, and Detweiler, under the direction of Mr. Warner, are offering instruction in aircraft draughting; the draughting work is being conducted on the top floor of White Hall.

COUNCIL OF THE COLLEGE

The Trustees elected Mr. Nathaniel A. Owings of the Class of 1927, member of the firm of Skidmore, Owings, and Merrill, Architects of Chicago, to the Council for a term of three years, ending June 30, 1946. The other members of the Council are Trustee T. I. S. Boak, '14 M.E., of New Haven, Connecticut, term ending June 30, 1944; Trustee Paul A. Schoellkopf, '06 A.B., of Niagara Falls, New York, term ending June 30, 1945; Mr. R. H. Shreve, '02, of the architectural firm of Shreve, Lamb, and Harmon of New York, term ending June 30, 1945; Professor H. E. Baxter, term ending June 30, 1946; and Professor A. D. Seymour, term ending June 30, 1944, and the Dean, ex-officio.

GIFT

The following announcement was received from the Board of Trustees on May 1:

"It was reported that under the will of the late Albert D. Gillespie of Brooklyn, New York, the University was made the beneficiary of his residuary estate and expects to receive about \$60,000 of which \$50,000 has already been received. These funds are to be used to constitute an endowment, the income from which is to be used each year to provide prizes to students in the Junior and Senior classes of the Architectural Division of Cornell University and if the annual income exceeds \$800 then said additional income is to be used to purchase books for the Library of the Architectural Division.

"The bequest was accepted with appreciation."

In his will, Mr. Gillespie wrote, "I make the foregoing disposition of the property in my estate because of the fact that I am a resident graduate in architecture of Cornell University and the foregoing provision is made in appreciation of the kind treatment I received while a student in the Architectural Division of Cornell University." The sum of \$800 will probably be used to aid needy upperclassmen in the College.

GILMORE D. CLARKE,
Dean of the College of Architecture.

APPENDIX VIII

REPORT OF THE DEAN OF THE COLLEGE OF ENGINEERING

To the President of the University:

SIR: I have the honor to present herewith a report upon the work of the College of Engineering for the academic year 1942-43.

REGULAR PROGRAM

Many students of the College have enrolled in the reserves of the armed forces and during the year have been called to active duty. Although at the beginning of the year the College enrollment was 1616, it is expected that only approximately 600 will return to continue their course. All civilian students henceforth will be placed on a three-term basis.

The regular course in Chemical Engineering has been a ten-term course. Many students in that school would not have the time available to them to complete ten terms. The faculty wisely approved the adoption of an eight-term program in Chemical Engineering leading to the degree of Bachelor of Science in Chemical Engineering to meet the emergency situation. Such a program more nearly accords with the usual course in Chemical Engineering given in other institutions.

ENROLLMENT

The following table gives the first-term enrollment for the four schools of the College for the first term of each of the past six years; also the freshman enrollment for the same periods.

School	First Term						
	1936	1937	1938	1939	1940	1941	1942
C. E.	155	162	177	189	214	227	241
E. E.	183	187	191	195	202	193	222
M. E.	457	502	555	613	663	760	800
Chem. E.	8	158*	191†	242	277	337	353
	803	1009	1114	1239	1356	1517	1616

*Includes dual registration in Arts and in Engineering for B.Chem. students.

†First year of full registration in School of Chemical Engineering.

*Freshman Registration**First Term*

1936	1937	1938	1939	1940	1941	1942
263	348*	421†	440	471	560	645

COLLEGE ADMINISTRATION

Assistant Dean Arthur S. Adams was released from duties in the Dean's Office to give his entire attention to the work of the Engineering, Science, Management Defense Training Program. Subsequently he was transferred by the Navy from Ithaca to Washington. Herbert H. Williams was appointed Assistant to the Dean to aid in the administration of the College.

NAVY TRAINING PROGRAM

During the year the College was approved to give the Navy College Training Program beginning July 1, the quota to be assigned being 1100 men. This operation will be on a three-term per year basis; and the work of the civilian students will be fitted to that program. The work in the program will so far as possible result in degrees appropriate to the courses given.

ENGINEERING, SCIENCE, AND MANAGEMENT WAR TRAINING PROGRAM

Professor Walter L. Conwell assumed the duties as Director of the ESMWT Program, sponsored by the U. S. Office of Education, in September, 1942, following the resignation as director of Assistant Dean Arthur S. Adams who was assigned to duty with the U. S. Navy Department in Washington.

A steadily increasing enrollment indicated the success of the Engineering, Science, and Management War Training Program during the past year. There is evidence of a trend toward in-company courses designed to meet specific training needs of industries, although the majority of the students still attended the courses on their own initiative. Outstanding among the in-company training courses is the Curtiss-Wright Engineering and Management Institute in Buffalo, organized and operated in cooperation with the Cornell University ESMWT Program in that city.

The Departments of Physics and Chemistry of the College of Arts and Sciences at Cornell, the administrative officers and faculties of other educational institutions, and the executives of many industries have cooperated fully with the College of Engineering to make the program effective.

Continued expansion was noted in the courses designed to train personnel for the armed forces. A new temporary building was constructed on the Old Armory Green to provide facilities for laboratory instruction in Diesel Engineering for the Navy. Of the total enrollment shown below, 866, or approximately 10% were directly associated with the Army or Navy, as compared with 5% between July 1941 and July 1942.

Summary of ESMWT Activities

July 1942 to July 1943

	Auburn	Bingham- ton	Buffalo	Corn- ing	Dans- ville
No. of Students Enrolled.....	172	801	4362	500	64
No. of Courses Given.....	7	33	113	19	2
No. of Full-time Instructors.....	0	0	7	0	0
No. of Part-time Instructors from Faculty of Cornell University.....	4	15	2	5	0
No. of Part-time Instructors from Indus- try or Other Institutions.....	2	6	56	4	2
Approximate No. of Companies Served..	24	45	140	11	2

	<i>Elmira</i>	<i>Endi- cott</i>	<i>Hor- nell</i>	<i>Ithaca</i>	<i>James- town</i>
No. of Students Enrolled.....	387	150	28	1298	223
No. of Courses Given.....	23	7	2	31	8
No. of Full-time Instructors.....	0	0	0	25	0
No. of Part-time Instructors from Faculty of Cornell University.....	3	1	0	31	0
No. of Part-time Instructors from Indus- try or other Institutions.....	7	1	2	4	7
Approximate No. of Companies Served..	36	7	1	14	24

	<i>Wells- ville</i>	<i>Lock- port</i>	<i>Niagara Falls</i>	<i>Olean</i>	<i>Penn Yan</i>	<i>Sala- manca</i>
No. of Students Enrolled.....	35	111	886	32	34	13
No. of Courses Given.....	2	6	35	2	2	1
No. of Full-time Instructors.....	0	0	0	0	0	0
No. of Part-time Instructors from Faculty of Cornell Uni- versity.....	0	0	0	0	0	0
No. of Part-time Instructors from Industry or other Insti- tutions.....	2	4	14	2	2	1
Approximate No. of Companies Served.....	13	4	38	19	11	11

TOTALS:	
Students Enrolled.....	9096
Courses Given.....	293
Full-time Staff.....	32
Part-time Staff—University.....	61
Part-time Staff—Industry or Other Institutions.....	116
Companies Served.....	400

NAVY STEAM ENGINEERING PROGRAM

During November 1942 a program for the training of Naval officers in Steam Engineering was developed with the Navy. The program is five months long. At present twenty-five Naval and Coast Guard officers are received each month. It has been necessary to augment the instructional staff in order to carry the additional teaching load. Laboratory instruction is given in Electrical Engineering in Rand Hall and in Mechanical Engineering in the Mechanical Laboratory. An additional laboratory has been developed on the second floor of the Annex to provide instruction in Marine Engineering. This program is under the direction of Professor Harry J. Loberg.

SPECIAL COURSE FOR DIESEL ENGINEERING INSTRUCTORS

At the request of the Navy Department, a short course in teacher training for the development of officer instructors in Diesel Engineering was provided during the months of April and May, 1943. Members of the staff of the School of Education and of the Department of Speech of the College of Arts and Sciences assisted in providing instruction in this course. Eighteen officers were detailed for this training.

CURTISS-WRIGHT CADETTE TRAINING PROGRAM

At the request of the Curtiss-Wright Corporation, Cornell University has been participating in a program of training women for the Engineering Department of that Company. One hundred fourteen girls were assigned here to begin training on February 15, 1943, the program to run continuously for ten months. A part of the teaching for this program has been provided by staff members of the College and the remainder has been provided through the services of staff members from the College of Architecture and from the Department of Mathematics

in the College of Arts and Sciences. Those trainees who successfully complete the program will be employed in the plants of the Company at Buffalo. Instruction is provided through contract with the Company, and the girls taking the course receive from the Company a salary of ten dollars a week. The girls are domiciled in Anna Comstock Hall.

The entire facilities of the College and the full attention of its staff have been devoted throughout the year to wartime training. During the year ahead, this program will continue with increased tempo and load. Little attention could be given to long-range developments of the College, yet these continue to be important in planning the future service of the University.

S. C. HOLLISTER,
Dean of the College of Engineering.

APPENDIX IX

REPORT OF THE ACTING DEAN OF THE LAW SCHOOL

To the President of the University:

SIR: I have the honor to present the following report of the Law School for the year 1942-43.

UNINTERRUPTED OPERATION

The outstanding event of the Law School's year was the decision of the Board of Trustees on January 23, 1943, that the School should remain in operation throughout the war. Despite the two-thirds shrinkage in enrollment which had already occurred and the further decrease which was in prospect, the wisdom of this decision could scarcely be questioned. Of the 95 members of the Association of American Law Schools, 87 reported to the Association's executive committee early during the winter of 1942-43 that, although their registrations were but one-third of normal, they planned to keep open with such students as might be available. Under such circumstances the School could not be closed without gravely jeopardizing its prestige and its relations with the scores of colleges and universities from which it customarily draws half of its students.

Further important considerations served to justify the stand taken by the Board. There exists an acute shortage of young attorneys, both in private practice and in the government agencies. Though the School may train but a handful of lawyers during the war, that handful is urgently needed by the profession and by the Government. The School's curriculum, moreover, requires revision. Such a project, upon which many minds must cooperate, could not be successfully carried out if the School were closed and the Faculty dispersed.

REVISION OF CURRICULUM

There are two reasons why revision of the curriculum^{*} is necessary at this time. First, new subject matter must be included. Although the curricular modifications and additions described by Dean Stevens in former reports were an adequate response to the grist of new state and federal legislation ground out during the thirties, they will not suffice under post-war conditions. A considerable number of the "emergency" regulations and controls evoked by the war will survive it by many years. The relative importance of administrative agencies and of administrative law is likely to increase for some time. The nation may wish to participate in international affairs to an unprecedented extent, or even if reluctant to do so, may find itself compelled to that policy by circumstances. Expansion of the already augmented offerings in American public law and in public and private international law are clearly called for.

In the second place, space in the curriculum must be found for the new subject matter just referred to. In truth, the School's program is even now congested. While a few courses were merged and compressed during the past decade in an effort to make room for the new ones introduced, the additions greatly exceeded the subtractions. The students' problem of election has thus been made progressively more perplexing, and will become acute unless special preparations are made for the accommodation of necessary accretions.

It will not be easy to provide space for additional courses. The curriculum includes no fields which can be summarily abandoned. The School cannot justifiably send a graduate forth to practice who knows nothing of the law of Contract or who could not draw a will. There was a need for each of the older courses when it was established. That need still exists and must be met. Yet at the same time new needs press for satisfaction.

In view of conditions which will prevail after the war, the adoption of the sound solution from an educational standpoint—the extension of the law course from three to four years—must be indefinitely postponed. Students who have served in the armed forces for a considerable period will be anxious to complete their education as rapidly as possible. Parents, burdened by heavy taxes and struggling with a higher cost of living, will find it difficult to finance even the conventional three years of legal education. The School must, therefore, proceed upon the assumption that, for some time to come, the great majority of its students will be in it for but six terms.

Unable either to drop old subject matter or to lengthen its program, the School must resort to compressive revision of its courses. It will still be necessary for students to become familiar with the law of Property and of Torts, but their passage through these and other realms must be hastened. Historical background and well-settled rules can be presented by text and lecture. While the indispensable case and problem methods of instruction will continue to be the ones principally employed, they will have to be used with more discrimination than heretofore, and confined in the main to those areas in which doctrines are in process of evolution and where controversy exists. The correlation of courses must be perfected to eliminate non-essential duplication and to insure the presentation of subject matter in such sequence that the student will be properly prepared for each course as he comes to it.

Work on this program of compressive revision was begun in February and was carried on throughout the spring term. The first-year courses have been examined one by one, and conclusions as to their length and content are imminent. Analysis of upperclass courses and the collection and preparation of the new teaching materials required will follow in due course.

In recognition of the growing importance of Administrative Law, to which reference has already been made, the School will not only increase its offerings in that field, but will also include a basic course in that subject in its first year program. Constitutional Law, which was put in the second term of the first year some time ago, will be advanced to the first term, where it can serve both as a prompt introduction to public law in general and specifically as a foundation for Administrative Law, which will occupy the place formerly held by Constitutional Law in the second term. There is ample justification for such an innovation. Students who are looking forward to government service will wish to elect several courses in Administrative Law. The introductory course should, therefore, be taken early in their programs. Moreover, the administrative element in our law has become so important that the basic course in the subject should be taken by all students. And finally, the inclusion of Administrative Law among the required courses will tend to make the students realize that administrative tribunals constitute as normal and proper a part of our legal scene as do the other courts, and thus will help to safeguard them against the acquisition of unreasonably hostile attitudes toward institutions which will be with us for some time, and which, assuming adequate procedural safeguards, opportunity for review and qualified personnel, will operate satisfactorily. In short, instead of fighting Administrative Law, lawyers would be well advised to recognize the need for it and to work for its improvement; and the School's curriculum should be so shaped as to encourage such a reaction.

The relative scarcity of published teaching material in the field of Administrative Law creates a serious problem for any institution which plans to expand its offerings in that quarter. Happily for the School, two members of its Faculty, Professors Whiteside and MacDonald, have very recently had considerable experience in administrative practice. Professor Whiteside, moreover, has been relieved by the Board of his teaching duties in 1943-44 to enable him to associate himself for that academic year with a firm which has an extensive practice before administrative tribunals. During this period he will undoubtedly be able to gather information and collect materials which will be of great assistance in the building of courses in Administrative Law.

As closely related to its study of the School's own curriculum, the Faculty plans to consider carefully the desirability and feasibility of directing more definitely the pre-legal programs of prospective law students. The Faculty also intends to prepare for a post-war lawyers' institute in which refresher courses as well as instruction in new developments will be offered.

REDUCED ENROLLMENT

Reference has already been made to the great decrease in the School's enrollment due to the war. The rate and extent of this decrease are indicated in the following table:

		<i>% of Normal</i>
Average attendance 1935-40 (the last 6 normal years)	193	
Registration in Sept. 1941	163	85
Registration in Sept. 1942	67	35
Registration in June 1943	33	17

The enrollments of other law schools have shown and are continuing to show proportionately equal or greater losses. Inasmuch as law students have at no time been deferrable as such under the Selective Service Act, and as under the Army and Navy reserve training programs announced during the summer of 1942 and in force during part of the academic year 1942-43, the college reservists were allowed but four years of study beyond the high school level, the large shrinkage in law school attendance which occurred in the fall of 1942 was to be expected. The further drop in law school enrollments which took place in June, 1943, was the unavoidable consequence of the lowering of the draft age to 18 and of the drastic modifications of the Army and Navy reserve training programs promulgated during the course of the school year just closed. Unless substantial changes occur in the draft and Army and Navy manpower policies, which at present seems unlikely, only women and men with physical disabilities or beyond the draft age will be allowed to study law. Under such conditions, the School's enrollment during the academic year 1943-44 will probably be in the neighborhood of from 25 to 30.

With the approval of the Federal Government, the American Council on Education has announced that the Veterans Administration is ready to receive information concerning the training which the several educational institutions are prepared to offer disabled veterans. The School plans to supply the Veterans Administration with a description of its curriculum and facilities in the near future.

RETRENCHMENT

The School has made and will continue to make every effort to retrench which is not inconsistent with continued operation. Its 1943-44 budget is \$28,000 less than its budget for 1940-41. \$20,000 of this saving resulted from reductions in teaching staff which were gradually effected during the academic years 1941-42 and 1942-43, and which were listed in last year's report. The remaining \$8,000 of decrease for the coming year is principally referable to curtailments in the Law Library appropriation and general appropriation, and to the transfer of Professor Whiteside from a full-time to a part-time basis, which, as pointed out above, will enable him to fulfill a pressing need arising out of the curriculum revision program.

The teaching staff of the School for 1943-44 will consist of eight full-time and two part-time professors; each of the latter two giving one course during a single term. As the peacetime complement of the Law Faculty was thirteen, the instructing staff will have 65% of its usual strength, a proportion which at first glance might seem too large in view of a student enrollment which is only 17% of its normal size. Three considerations unite, however, to make any further reduction in teaching personnel inadvisable: (a) an 83% shrinkage in the size of the student body does not permit the abandonment of a corresponding percentage of the courses normally offered; (b) the School is holding three terms a year instead of the customary two; and (c) revision of the curriculum is a team job which cannot be well done if too many of the members are absent.

On the credit side may be listed three items, which, though they cannot be classified as retrenchment measures, have nevertheless a favorable effect on the school's financial situation. For the third consecutive year the three-term program is being continued without additional compensation to the Faculty for the extra term. Under this plan the University receives \$600 per law student per year instead of the \$400 annually to which it was accustomed under the normal two-semester program. In other words, a student body of 30 now produces as much tuition revenue as would ordinarily be derived from 45. And finally, the decrease in enrollment has made it possible to supply all of the financial assistance needed by the student body from the endowed scholarships, established loan funds, and annual alumni contributions, and to relinquish for the duration of the war the 20 remission of tuition scholarships which the Board of Trustees has for many years kept at the disposal of the School. In consequence, for as long as the present small enrollment continues, no deduction for remission of tuition scholarships will need to be made when computing the University's actual income from Law School tuition.

THE FACULTY

Dean Stevens has been on leave with the Office for Emergency Management in Washington since the summer of 1942, and is serving as Assistant General Counsel to the Office of Lend-Lease Administration. Before his departure he had, with the assistance of Professor Washington, made considerable progress on a book to be known as "Cases and Materials on the Law of Corporations." Large sections of this book in preliminary form are now in use in the School. Despite the arduous nature of his duties in Washington, Dean Stevens is participating in the work of the curriculum revision committee, and has come to Ithaca for several of its meetings.

The Honorable Leonard C. Crouch, formerly a Judge of the New York Court of Appeals, joined the Faculty as Visiting Professor of Law in September, 1941. Since then he has each fall offered a term course in Appellate Practice and Presentation which has constituted a valuable addition to the curriculum and has been greatly enjoyed and appreciated by the students.

Professor Wilson was chosen as President-elect of the Association of American Law Schools in January, 1943. He will serve on the Association's Executive Committee this year, and in 1944 will assume the Presidency. He is also one of the Association's representatives on the American Council on Education. The Association was formed in 1900 with a charter membership of 27 schools of which Cornell was one. The Association now includes 95 institutions. Professor Wilson is the second member of the Cornell Law Faculty to hold the Presidency. The first was Dean Huffcut who was elected for the academic year 1903-04.

Professor Thompson continues to speak and write in the field of Contract and Business Regulation, and has made substantial progress with his casebook on the former subject. His recent publications include the following: "New York Reconsiders Consideration" in the April, 1943, number of the *New York State Bar Association Bulletin*; "Recent Steps in Government Regulation of Business," 28 *Cornell Law Quarterly* 1 (1942); (with Harry G. Henn) "Recent Applications of the 'Grandfather Clause' of the Federal Motor Carrier Act," 28 *Cornell Law Quarterly* 346 (1943); and a review of Winfield's edition of "Pollock on Contracts," 28 *Cornell Law Quarterly* 242 (1943). On the subject treated in the first article listed he delivered an address in September, 1942, at the annual meeting of the

Federation of the Bar of the Sixth Judicial District, and he spoke before the Finger Lakes Torch Club in November, 1942, on the topic dealt with in the second article referred to. During the year 1942-43 Professor Thompson served on the Association of American Law Schools' Committee on Cultural Cooperation with Latin America and on its Committee on Nominations. In February, 1943, he was appointed to the Tompkins County Bar Association's Committee on Service Men and Legal Aid.

Professor Whiteside did further work during the year as Research Consultant for the New York Law Revision Commission on problems arising from gifts of personal property without delivery, instruments of gift and voluntary covenants in deeds of real property. He has been engaged to prepare, in association with other leading teachers of Property, a comprehensive treatise on that subject. Professor Whiteside has also been retained from time to time by practicing attorneys as consultant upon questions of Property, Estates, and Public and Administrative Law. In connection with his work in these fields, and particularly in Public and Administrative Law, he is, as has already been pointed out above, studying present-day problems and collecting materials for use in the post-war curriculum upon which the entire Faculty is working.

Professor Laube made further progress in 1942-43 with his "Casebook on the Law of Decedent Estates," and published a review of René Wormser's "Personal Estate Planning in a Changing World" in 28 *Cornell Law Quarterly* 381 (1943).

Professor Robinson's book on Admiralty was so well received that he has been collecting and classifying materials for use in the preparation of a large treatise on Shipping and Marine Insurance. He served on several occasions during the year as Special Consultant to the Lend-Lease Administration. In the second term of 1942-43 he offered a completely revised course in International Law, which included material on war which he had been gathering ever since the beginning of the present world conflict. For several months he has been a member of an informal group of members of the University Faculty, cooperating with similar bodies on other college campuses, and engaged in the study of post-war world problems.

The Honorable Harold E. Simpson, LL.B. Cornell '21, Judge of the City Court of Ithaca and a member of the firm of Cobb, Cobb and Simpson, was appointed Visiting Professor of Law for the second half of the 1942 summer term. He took over Professor Robinson's course in Insurance when the latter was suddenly compelled to relinquish it because of a severe illness. Judge Simpson's wide experience and vigorous personality enabled him to step into the breach on short notice and to give a highly successful course. The School is deeply grateful to him for the valuable assistance which he rendered in this time of emergency.

Professor MacDonald served another year as Executive Secretary and Director of Research of the New York Law Revision Commission. His articles entitled "1942 Statutes Recommended by the Law Revision Commission" and "Administration of a Tort Liability Law in New York" appeared respectively in the December, 1942, number of the *New York Bar Association Bulletin* and in 9 *Law and Contemporary Problems* 262 (1942). He delivered lectures before the Tompkins County Bar Association on "Pending State Legislation" and on "Expanding Aspects of Interstate Commerce." Under the auspices of the New York State Bar Association he broadcast from station WNYC in New York City on the topic "The Law of Contracts in War Time," and he gave a lecture on this subject in the same city at the Practising Law Institute. During part of the summer of 1942 and on several later occasions, he was retained as a member of the legal staff of a group of corporations. In this capacity he briefed, argued, and reargued a case in the Supreme Court of the United States, and acquired a considerable experience in the field of Administrative Law which will be of value to the School in connection with the revision of its curriculum. Professor MacDonald is Chairman of the American Bar Association's New York Committee on Administration of Justice; a member of the New York State Bar Association's Committee on Legal Education and of its Committee on the Administration of Justice; and Chairman of the Tompkins County Bar Association's Committee on Legislation.

Professor Keeffe is preparing a casebook on Procedure and a short text on Evidence. Considerable parts of these projected books were used in his courses in 1942-43 in mimeographed form. His review of Poteat and Rostow's edition of Sturges' "Cases on Creditors' Rights" appeared in 31 *Georgetown Law Journal* 98 (1942). In the winter he lectured on recent developments in the field of Federal Practice before the Federal Practice Section of the Association of the Bar of the City of New York. For the New York Law Revision Commission Professor Keeffe in 1942-43 completed studies with respect to the amendment of a statute for the protection of window-cleaners and in regard to legislation requiring the registration of assignments of accounts receivable. In February, 1943, he was appointed to the Tompkins County Bar Association's Committee on Service Men and Legal Aid. From July, 1942, to March 1, 1943, he acted as counsel for a number of companies engaged in war production, and gained familiarity with the workings of several bureaus of the Federal Government. Professor Keeffe continued throughout the year to devote a substantial amount of his time to his work as Placement Director. He found, however, that the war had brought about a change in the nature of his duties. Formerly he had been primarily engaged in helping graduates of the School to find suitable positions. During 1942-43 his principal function consisted of aiding private practitioners and the various government agencies in their search for personnel.

Professor Washington was on leave throughout the year to enable him to serve with the Office for Emergency Management. After about six months in Washington, where he worked with the Department of Justice and with Lend-Lease, he was transferred to the Near East to fulfill a special assignment.

Professor Morse was commissioned as Captain in the Army in July, 1942, and has since that time served as Director of Libraries of the Judge Advocate General's Department in Washington. On May 1, 1943, he was promoted to the rank of Major. During the year he completed the reorganization and enlargement of the library in the Department's Washington Office, and established four branch office libraries and 200 field libraries in various parts of the world. His next task will be the modernization of the Department's libraries in the eleven Service Commands. Fortunately for the School, however, it has not been entirely deprived of his services. By devoting all of his leaves to trips to Ithaca, Professor Morse has kept in close touch with the Law Library and has continued to direct its general policies. An article by him entitled "Chronology of the Publications of the Opinions of the Judge Advocate General of the Army" appeared in 35 *Law Library Journal* 476 (1942).

Professor Lane, who joined the Law Faculty July 1, 1942, spent the year in becoming acquainted with his duties as Secretary of the School and with the courses assigned to him. In addition to carrying a full schedule of work in Myron Taylor Hall, he taught three hours a week during the spring term for the Department of Mathematics in response to a call from that Department for extra personnel to enable it to carry the heavy load imposed upon it by the Army and Navy training program.

Near the close of the academic year Mrs. Laura Taylor Mulvaney was appointed Acting Assistant Professor of Law by the Board of Trustees to give during the spring term of 1944 the course in Future Interests usually offered by Professor Whiteside, but which he will be unable to teach during 1943-44 because of the special arrangement to which reference has already been made. Mrs. Mulvaney holds the A.B. and LL.B. degrees from Cornell, the former having been conferred in 1932 and the latter with honors in 1934. While a law student Mrs. Mulvaney was a successful participant in the final moot court argument and was elected to the board of editors of the *Cornell Law Quarterly* and to the Order of the Coif. Upon her admission to the New York bar in 1934, she engaged in practice in Binghamton for a year. She spent the summer of 1935 in assisting Professor Whiteside who was then engaged in preparing a new edition of "Kales on Future Interests." In November of that year she joined the staff of the New York Law Revision Commission as a research assistant. She was promoted in 1937 to the post of Assistant to the Director of Research, and still serves the Commission in that capacity. When Professor Whiteside, as research consultant

to the Commission, was preparing a report on the New York Law of Future Interests, Mrs. Mulvaney was the staff member assigned to him. Very favorable recognition was accorded to her work on this project.

THE LAW LIBRARY

The Law Library now contains 100,852 volumes. Permanent additions during the year totalled 1,560. Of these, 150 volumes constituted gifts from alumni and friends of the School. Several thousand more books contributed from such sources were added to the Library's trading stock by the judicious use of which the Librarian is able from time to time to acquire by exchange items of great value to the collection. Gifts of books were received during the year from J. H. Agate, '03, of Cleveland, Ohio; the estate of Isaac Allison, '03, Elmira, N. Y.; Levi Ginsburg, '13, of Elmira, N. Y.; Charles H. Levitt, '09, of New York City; Benjamin F. Levy, '96, of Elmira, N. Y.; the Honorable Ely W. Personius, '98, Justice of the New York Supreme Court, of Elmira, N. Y.; Arthur H. Smith, '03, of Clifton Springs, N. Y.; and Mrs. E. G. Wyckoff of Ithaca, N. Y.

Accessions during 1942-43 included more than 100 volumes of reports and statutes of the British dominions and colonies; a second set of the American Law Institute's Restatements; a third set of McKinney's Laws of New York; and a number of issues of various law reviews which served to complete several of the duplicate sets which are being gradually built up.

In June, 1943, the Board of Trustees promoted Miss M. Elizabeth Prior to the rank of Assistant Law Librarian. This promotion was a well-deserved recognition of eight years of faithful service, and her efficient management of the Law Library since Professor Morse's entry into the Army.

THE CORNELL LAW QUARTERLY

Though handicapped by decreasing revenues and an editorial board of less than half the usual size, the *Cornell Law Quarterly* published four good issues for the year 1942-43. Except for the \$500 subsidy granted by the Board of Trustees and the indefatigable zeal of the Editor-in-Chief, Harry G. Henn of the class of '43, and of his associates, this achievement would not have been possible. The *Quarterly* is grateful to the Board for its decision to continue the subsidy during 1943-44, and looks forward to the time when it will again be entirely self-sustaining. During the year the following leading articles were contributed to the *Quarterly* by alumni of the School:

"The Benjamin Report on Administrative Adjudication," by Henry S. Fraser, '26.

"The Authority Plan—Tool of Modern Government," by Mortimer S. Edelstein, '31.

"Genesis, Exodus, and Leviticus: Genealogy, Evacuation, and Law (Part II of "Wartime Control of Japanese-Americans.") by Harrop A. Freeman, '30.

The plan referred to in last year's report under which two notes are now being required of each third-year student, was productive of a helpful amount of publishable material.

VISITING LECTURERS

The following special lectures were delivered during the year:

"Administrative Law and Procedure," by the Honorable F. Walter Bliss, '13, Justice of the New York Supreme Court, Appellate Division, Third Department.

"Federal Taxation in Total War," as the Frank Irvine Lecture on the Phi Delta Phi Foundation, by the Honorable Randolph E. Paul, General Counsel to the United States Treasury.

"The Authority Plan—Tool of Modern Government," at the Cornell Law Quarterly Banquet, by Mortimer S. Edelstein, '31.

The last two lectures listed were published in the *Cornell Law Quarterly*.

PRESIDENT'S REPORT

BAR EXAMINATIONS

On the average 80 per cent or more of the students graduated by the School in any year pass their bar examinations on the first attempt. Of the 61 Cornell Law School students who took bar examinations for the first time in 1942, 51, or 83 per cent, were successful. The group which tried the examinations of states other than New York did substantially as well as the group which took the New York examination. In view of their preoccupation with the war, and of the fact that one-third of them were examined before completion of their law school courses, their record was distinctly noteworthy.

THE NAVY IN MYRON TAYLOR HALL

In July, 1942, the Naval Training School at Cornell began to make extensive use of the classrooms and stacks in Myron Taylor Hall. A group of pilot trainees has also been accommodated. The amount of space allocated to these welcome guests increases as the Law School student body diminishes. It is a source of gratification to the School that the facilities for which it has no present need can be put to such good use.

CORNELL LAWYERS IN SERVICE

Although only fragmentary information is as yet available with respect to the number of Cornell Law School men in the armed forces and the service they are rendering, the School's records show that more than 300 former students and alumni are in various branches of the Army, Navy, and Marine Corps. The great majority are commissioned or have been selected as candidates for commissions.

Four, Ensign Stewart Gordon Cook, LL.B. '35, Lieutenant Harold William Halverson, LL.B. '33, and Lieutenants Donald Frederick Maggs and Nial Sherwood, jr., of the law class of 1943, and who joined up in 1941, have already given their lives. The last three met death while piloting planes. Lieutenant Colonel Henry Edward Gardiner, LL.B. '31, and Lieutenant John Joseph Kelly, jr. of the law class of 1944 have been decorated for their services in the Tunisian campaign. Commander Sanford Ballard Dole Wood, LL.B. '22, was on duty during the attack on Pearl Harbor. Lieutenant William Lundie Fleming, LL.B. '42, has participated in land engagements with the Japanese in the South Pacific area. Lieutenant Dickson Randolph Knott of the law class of 1944 took part in several battles against the Germans in Tunisia, and Ensign Arthur Herschel Schatz, LL.B. '42, has seen naval action in the Atlantic.

THE CORNELL LAW ASSOCIATION

At the annual meeting of the Cornell Law Association held on November 8, 1941 at Myron Taylor Hall, The Honorable Harley N. Crosby, '97, was re-elected President of the Association. The following were elected Vice-Presidents: Messrs. Edward Harris, Rochester, N. Y., '00; James P. Harrold, Chicago, Ill., '93; Thomas B. Rudd, Utica, N. Y., '21; James B. Kinne, Seattle, Wash., '02; Frank B. Ingersoll, Pittsburgh, Pa., '17; W. D. P. Carey, Hutchinson, Kan., '26; The Hon. William L. Ransom, New York, N. Y., '05; Paul Overton, Los Angeles, Calif., '00; O. D. Roats, Springfield, Mass., '06; C. W. Wilson, Brooklyn, N. Y., '06; William B. White, Birmingham, Ala., '09; Elbert P. Tuttle, Atlanta, Ga., '23; Percy W. Phillips, Washington, D. C., '15; The Honorable Leonard C. Crouch, Syracuse, N. Y., '91.

Messrs. Thomas B. Gilchrist, '06, and Edwin J. Marshall, '94, and The Honorable Frank H. Hiscock, '75, were elected members of the Executive Committee for terms expiring in 1944.

Professor John W. MacDonald, '26, was re-elected Secretary-Treasurer of the Association. The Honorable Leonard C. Crouch, '91, was elected representative of the Association on the Board of Directors of the Cornell Alumni Association.

Owing to war conditions, no meeting of the Law Association was held in 1942. All of the officers listed above have held over, except Mr. Wilson, whose death

on October 16, 1942, deprived the School of one of its most loyal alumni and the Association of an invaluable supporter and officer.

Despite preoccupation with war activities and the lack of meetings, the members of the Association continued throughout the year to show their interest in the School and their concern for its welfare. Mention has already been made of their contributions of books to the Law Library and of articles to the *Quarterly*, and of the addresses which they delivered at the School. Numerous letters have been received containing helpful suggestions and comments pertinent to the revision of the curriculum, and more have been promised. The alumni members of Curia have continued their contributions to the Charles K. Burdick Scholarship at the pre-war level. For these and other manifestations of alumni loyalty to the School, and to the University of which it is a part, each member of the Law Faculty is deeply grateful.

WILLIAM H. FARNHAM,
Acting Dean of the Law School.

APPENDIX X

REPORT OF THE DEAN OF THE MEDICAL COLLEGE

To the President of the University:

SIR: I have the honor of presenting the following report for the Medical College for the academic year ended June 30, 1943.

The College has been in session throughout the entire year with instruction being presented under the accelerated program. One class completed the medical course on March 27, 1943, but graduation exercises were not held. Inasmuch as there were several reasons for dispensing with the customary ceremony, the members of the class were canvassed and a large majority endorsed the plan of action which was taken. A new class was admitted on April 1, 1943. The increased teaching responsibilities have been carried on by our staff without increased compensation. In many of our departments, the academic staff has been markedly reduced by losses to the military service and other war activities. Of a total teaching staff of five hundred and twenty, a hundred and forty-seven have entered the various war activities.

While this report will indicate progress in various phases of our work, it has required unrelenting effort to maintain our position in others. Our greatest problem has been in the retaining of essential personnel for teaching and medical care. While we may have been more fortunate in retaining our full complement of students, and in having a system set up for the allocation of medical manpower, the demands for physicians have been so great that we have suffered severe losses particularly among our younger men. Those staff members who remain with us are loaded with many tasks which are in addition to their college and hospital responsibilities, such as care of patients of other physicians who have entered the services, committee work, civilian activities in the defense effort, and wartime research. Consideration of these factors demonstrates that the available time that a staff member may give the college is seriously reduced. To state that we are maintaining standards of instruction and medical care equivalent to those of normal times would be a gross underestimation of the contributions and abilities of those who have left in the services of their country.

I regret to report to you the passing of Arthur M. Phillips, Instructor in Psychiatry, and of James Ewing, Professor of Oncology. Doctor Ewing served as Professor of Pathology from 1899 to 1932 and was Professor of Oncology from 1932 until the time of his death. He devoted his life to a study of cancer and was a world renowned figure in this field. As a teacher, he inspired the loyalty and respect of his students. He was a member of the staff of our medical college from the time of its beginning and made a most important contribution to its development.

CHANGES IN STAFF

Dr. McKeen Cattell, who has been on the staff of the College since 1923 and who has served as Associate Professor and Acting Head of the Department of Pharmacology since 1936, has been made Professor of Pharmacology and head of that department as of July 1, 1943. Dr. Herbert F. Traut resigned his position as Associate Professor of Obstetrics and Gynecology which he had held since 1932 in order that he might undertake his new duties as Professor of Obstetrics and Gynecology at the medical school of the University of California in San Francisco.

We are deeply indebted to Dr. Eugene L. Opie, Emeritus Professor of Pathology, who served as Professor of Pathology and Acting Head of the Department of Pathology from October until April when Professor William Dock returned from active military duty.

Dr. Eugene F. Du Bois, Professor of Physiology, was on leave from October through December, 1942, during which time he was on active duty as a Captain in the Naval Medical Reserve Corps.

STUDENT BODY

In July, 1942 there were 312 students enrolled in the college and on April 1, 1943, 317 of whom 302 were men and 15 women. We have continued to have 4 English students who are taking third and fourth year work with financial support from the Rockefeller Foundation. There were seven candidates for the Doctor of Philosophy degree in attendance. Until July 1, 1943, most of the men held army and navy medical reserve commissions which they resigned so that they might be activated as privates in the army and seamen in the navy. As such they receive a salary of \$54 a month, have a per diem allowance for lodging and messing, and in addition their full tuition charges, books, and their fees are provided by the military services. As yet there are no provisions for the women students.

During the past year, the students' residence proved to be an attractive place for our students and it was possible to exceed slightly the guarantee to the New York Hospital. While the Residence Hall provides living quarters for the majority of our male students, the problem of housing the women students remains with us. After the war, we must consider seriously the question of erecting a students residence which will provide living quarters for both men and women as well as recreational facilities.

During negotiations with the military services for the trainees the Army insisted for a time that their trainees must be housed in a barracks. However, in the end it was possible to obtain an arrangement whereby they were put on a per diem basis and could live where they chose as the Navy trainees do.

The Admissions Committee, with Dr. Dayton J. Edwards as Chairman, has had a large amount of work to do. Starting in July, 1942, they selected a class for entrance in April, 1943. Then again in February they considered the class to enter in January, 1944. This was filled early in the Spring and then they began reviewing applications for entrance in October, 1944. Inasmuch as the pre-medical course has been drastically shortened, 15 months for Army trainees and 20 months for Navy ones, it has been necessary to choose some applicants on the basis of very little college work. This has made the task of the Admissions Committee an exceedingly difficult one. While it has been possible for us to choose our students for the classes entering up to October, 1944, we do not know whether it will be possible for us to do so after that. It may be that the military services will assign trainees to us after that on the basis of 55% Army and 25% Navy and 20% civilian students.

It remains to be seen what standards can be maintained when we train students with the reduced amount of pre-medical instruction. Some of them will be less mature and with the accelerated program of medical instruction it will be possible for men to graduate from medical school as young as 21 and 22 years of age. It is too early to predict the effect of the accelerated program, but late in the Spring we could begin to see some evidence of poorer student performance. Some of this may be attributed to the uncertainties which existed in regard to the time the military regime would be instituted and the type of the Army and Navy programs.

When it seemed relatively certain that July 1, 1943, would be the date of the beginning of these programs, we decided to provide a vacation during the month of June.

It is gratifying to report that 51 of our students passed the State Board examinations and 21 Part III of the National Board's with only one failure in the State Board examinations in the State of Connecticut.

STUDENT HEALTH

Since September, 1942, the Student Health Service has been integrated as a part of the Personnel Health Service here at the Center. Dr. Carl Muschenheim has been the director, and Dr. Wilson G. Smillie has served as chairman of an advisory committee. The work of the medical care of the students has been considerably increased because of the change in the curriculum to a continuous program of classes with the medical course being compressed into three rather than four calendar years. The increase in visits to the Health Service was roughly proportioned to the added months of active teaching sessions and does not reflect any significant increase of illness in the student body. The total number of hospitalizations was moderately increased over the preceding years, but this was probably attributable to the hospitalization insurance plan which has operated to permit hospitalization earlier and for less urgent indications than when the entire financial burden rested on the individual student. The hospitalizations were mostly for acute respiratory infections including four cases of pneumonia, all of whom made satisfactory recoveries. Dr. Muschenheim has continued his tuberculosis case finding program among the medical students, nurses, and house staff physicians. Up to the present time the accelerated program has not been accompanied by an increase in the incidence of tuberculosis among the students. In point of the number of cases, the past year has been one of the most favorable but the single newly diagnosed case was the most seriously ill patient in 10 years. Tuberculosis remains potentially the most important health problem among students.

The office of the Student Health Service has been moved from its former location in the D. building of the College into quarters adjacent to the Personnel Health Service. In order to obviate certain difficulties experienced this past year. it is planned to permit the students to use the health service when necessary at other times than the one from 1-2 p. m. which has been set aside exclusively for their use.

We regret that it has been necessary for Doctor Dorothea Lemcke to tender her resignation. During this past year and in previous years she has rendered most faithful and dependable service and we are grateful for it.

STUDENT FINANCES

During the past year, in addition to our scholarships and student loan funds, we have had available a sum of \$10,000 from the Kellogg Foundation and \$15,000 from the Hayden Foundation. Loans have been made from this \$25,000 at the rate of $2\frac{1}{2}\%$ interest. The financial problem for our students who are now trainees in the Army and Navy no longer exists but we still have between forty and fifty civilian students, some of whom need financial aid. It is important that we take cognizance of the turn of events that will come when the government program of student subsidy to trainees is stopped. We undoubtedly will have numbers of students who cannot finance themselves through what remains of their medical course. While past experience leads us to believe that the government will come to their financial assistance, it behooves us to be prepared to do some of it on a private basis.

Through the auspices of Dr. Connie Guion, we have received a sum of \$1200 for the year 1943 and \$2400 for the year 1944 to be designated as the Marie and John Zimmermann Fund. This money is to be used for scholarships for one or more worthy women medical students.

PRESIDENT'S REPORT

WORK OF THE DEPARTMENTS

ANATOMY

There have been no changes in the physical arrangements of this department. Teaching has been done in each of the four quarters of the year. The number of students who have done review dissections and advanced work has declined during this year due to the increased responsibilities of the students in the third and fourth years. During the year, members of the staff have done work of a confidential nature on three OSRD (Government) contracts. Two of these are being continued into this next year. In addition work has been done on grants obtained from the Commonwealth Fund, the John and Mary R. Markle Foundation, the Committee on Maternal Health, and from private sources. Dr. Papanicolaou of the Anatomy Department and Dr. Herbert F. Traut of the Department of Obstetrics and Gynecology have published a monograph entitled: "Diagnosis of Uterine Cancer by the Vaginal Smear." This technique promises to be of great value in the recognition of this disease early in its course and in the subsequent reduction of mortality in women who suffer with this condition. Other publications of the department deal with a variety of subjects—Neuro-histology, neuro-embryology, neuro-physiology, metabolism of bone marrow and tumor cells, sterility in man, and polarographic studies.

BACTERIOLOGY AND IMMUNOLOGY

The rearrangement of the teaching schedule which was instituted in the Spring of 1941 has now had two trials and seems to be a definite improvement over the previous arrangement. The total time allocated to the course is the same but the distribution of the hours over a period of two terms gives the students a much better opportunity to develop new concepts and principles and to assimilate the subject material of the course.

Doctors Magill and Sugg have utilized a large part of the physical facilities of the department in carrying out the serological work in a joint study of influenza vaccination. Members of the Departments of Medicine and Public Health and Preventive Medicine are participating in this program which is subsidized by the War Department. The volunteer subjects were students on the Ithaca campus where field work and chemical testing are being done. Independent of this project other studies are being prosecuted in a study of the antigenic differences between strains of influenza virus encountered in the local area there. Other investigations in the department include enzymatic-synthesis of polysaccharides and a comparative study of the actions upon sucrose by streptococci from human and from plant sources.

BIOCHEMISTRY

The teaching and the research program of the Department of Biochemistry has been developing along the lines which have been indicated in previous reports. Minor changes have been made in the teaching and particular attention has been given to correlation with the teaching in the Department of Physiology. While graduate training has been continued, a smaller number of graduate students have been working toward the Doctor of Philosophy degree.

In continuation of the program for bringing the work in the clinical departments closer to the Department of Biochemistry, Dr. Bonsnes has had a joint appointment in this department as well as in the Department of Obstetrics and Gynecology where he is in charge of the chemical laboratory. Last year it was reported that Dr. Summerson has a similar joint appointment in the Department of Medicine and in Biochemistry. Such joint appointments work to the advantage of both departments, i.e. they serve to bring to the clinical departments the new developments in Biochemistry and at the same time keep the biochemists in close touch with clinical problems and applications. These have worked out very harmoniously in the structure of our present organization.

Subsequent to a long series of important contributions to the chemistry and physiology of the vitamin Biotin done in this department, Dr. du Vigneaud and his associates announced its structure for which they received the Mead Johnson

& Company award of \$1,000. This award was presented by the American Institute of Nutrition.

Other investigations in the department include a demonstration that trans-methylation occurs in man and other studies of this phenomenon in man and animals, the general nitrogen metabolism of the butter-yellow liver tumor, the relationship of chemical structure to biotin activity of various compounds, and confidential work for the Office of Scientific Research and Development in government contracts. In addition to these government funds, support has been provided by grants from the Nutrition Foundation, the National Advisory Cancer Council, Eli Lilly & Company, the Warner Foundation, and the Rockefeller Foundation.

THE LIBRARY

The library has had its share of change since the accelerated schedule started. The opening of the students residence did not have as much effect as expected. About the same number of students and others use the library in the evening. The departure of many of our staff for military duty has taken away many readers and those remaining find less time for library research. The total number of readers from July 1, 1942, to May 31, 1943, was 25,931. Of these 4,968 borrowed a total of 6,984 books for home use.

No journals have come from the continent of Europe but microfilm issues and reproductions of certain journals have been made available. Provision has been made for allocation of unexpended funds for post-war purchases of journals we have been unable to obtain.

The departmental libraries in Medicine, Pharmacology, and Physiology were checked and the card catalogues brought up to date. The material on the shelves of the main floor has been checked over and many of the old and unimportant books have been moved to the fourth stack.

A check made according to the standards of the Medical Library Association has shown that we have over 35,000 volumes.

The family of a recent graduate of the Medical College, Jacques Saphier, who was killed in the Pacific area, has generously given us his journals and is continuing the subscriptions as a memorial to him. Numerous gifts have been made, some coming from physicians entering the services. Mention should be made of the following: Dr. Samuels, 47 bound volumes and journals; Biochemistry Library, 40 bound volumes and journals; Department of Physiology, 626 items among which are 213 complete volumes and 30 books; Dr. Eggleston, 53 volumes and journals; the family of the late Dr. Irving Steinhard, 64 volumes; Dr. Russell Patterson, 54 volumes and journals. Dr. Ladd, Dr. Forkner, and Dr. Cattell, books and journals; Dr. Reznikoff, Dr. Richardson, Dr. Ronniger, Dr. Nonidez, Dr. Doty, and others, journals. The accessions include 209 volumes which were purchased, 304 volumes which were received as gifts, 353 volumes which were bound, and 16 volumes obtained in exchange, a total of 882 volumes.

MEDICINE

Of 156 members of the staff of this department listed in the 1941 report, 71 or 45% have been lost to military service or war work. This has necessitated constant readjustment both in the organization of teaching, hospital work, and investigation. Of the staff who have remained, 40 are over the age of 40 and 16 are women. In the group of 29 men of military age, 9 have been ineligible because of physical defects and only 10 have been declared essential.

The work of the department has not diminished and in certain directions has been greatly increased due in part to the increased teaching load and to greater and more active services on the pavilions of the hospital. During 1942 there were 1,646 admissions to the medical pavilions as compared to 1,348 in 1941, and 1,366 in 1940. During 1942, there were 4,751 new admissions and 5,837 refers and transfers to the general and special medical clinics. When this is compared with 6,207 new admissions and 7,423 refers and transfers during the year 1941, it is evident that there is a reduction in the visits to the outpatient department. The total number of visits was reduced to 90,208 during the current year from 104,468 in

the previous one. While this reduction may be partially attributable to a reorganization of the medical clinics, it probably is chiefly a reflection of a tendency to a diminution in clinic visits which exists throughout the metropolitan area and in many parts of the country. Improved economic status of the portion of the population which has utilized the clinics in the past is a major factor. However, our pavilions and outpatient departments are where we do our clinical teaching and we must be aware of any major trends toward a diminution in demand for either of these services.

The opening of a neurological pavilion in August, 1942, was an important development and is having a significant influence upon neurological teaching and the training of the house staff. It is a more effective organization for diagnosis and care of patients with diseases of the nervous system both from a medical and a surgical standpoint, for pre-operative and post-operative care of patients requiring surgery of the nervous system are cared for on this pavilion.

The investigative program of this department has been continued in a variety of studies: psychosomatic medicine, particularly with mechanisms in the production and relief of pain; a monograph on the function of the stomach and the pathogenesis of peptic ulcer by Doctors Stewart Wolf and Harold Wolff; intermediary metabolism of hormones and citric acid; chemotherapy; peripheral circulation in normal and pathological states; metabolism and treatment of muscular dystrophy; immunological reactions in hay fever; mechanisms of coagulation of the blood; biotin metabolism in man; mycotic infections; and problems of a confidential nature supported by three grants from the Office of Scientific Research and Development. In addition to the financial support received from government contracts, grants-in-aid have been received from: The Carnegie Corporation, the Josiah Macy, Jr., Foundation; the John and Mary R. Markle Foundation; the Henry Research Fund; the Dazian Foundation; the American Medical Association; Lederle Laboratories; Eli Lilly Company; Schering Corporation; the Research Corporation; John Wyeth and Bro.; Ciba Pharmaceutical Products, Inc.; and the Surdna Foundation.

MILITARY MEDICINE

Until June 30, the Reserve Officers Training Program was continued with Lieut. Col. Philip B. Connolly as Professor of Military Science and Tactics. One hundred and ninety-nine students elected the work in this field during the year 1942-43 with the following distribution: First year basic, 58; Second year basic, 56; First year advanced, 52; and Second year advanced, 33. On July 1, 1943, the R.O.T.C. course was discontinued and the Army Student Training Program instituted. Fortunately, Colonel Connolly has been retained as Commandant of the Army Program at our College. He has been most helpful and cooperative with the staff of the college and we are indebted to him for help and advice in many problems arising in our contacts with military authorities. His training as a physician and his long experience in the Army Medical Corps fit him ideally for his present responsibilities.

OBSTETRICS AND GYNECOLOGY

In some institutions there has been such a marked reduction in the demand for pavilion obstetrical service, that there has been a shortage in teaching material. This is caused primarily by the improved financial condition of many of our population. This has not been the case in the service of our department where the patient discharges in the Woman's Clinic increased from 7,835 in 1941 to 8,483 in 1942, and in the latter year the staff delivered a total of 3,351 babies, (3,197 in the Lying-In and 160 in the Berwind Clinic) cared for 4,085 obstetrical (3,925 in the Lying-In and 160 at the Berwind Clinic), and 1,367 gynecological patients. As reported last year, the shortage of staff has made it necessary to discontinue the Berwind Service in May of 1942. At that time a plan was evolved so that the home confinements in the Berwind Service were taken over by the Maternity Center and its Medical Board, while such patients on that service who need hospital delivery and care are admitted to the Lying-In Hospital. Up to date this

plan has worked in a most satisfactory manner, not only for the patient, but also for the training program of the Maternity Center and the teaching of abnormal obstetrics in our medical college.

During war time, experience has shown that the birth rate increases and in turn this is reflected in the work of this department. The fact that this increased load was carried on by a house staff that had been reduced by 50% without any significant change in the mortality and morbidity statistics is a great tribute to this staff. Fortunately, the State Chairman of Procurement and Assignment has recognized the need for additional house staff in this department.

While losses of staff to the armed forces has greatly curtailed the research activities of this department, some of their studies have been continued. With the support of a grant from the John and Mary R. Markle Foundation, biochemical investigations on the etiology of eclampsia and in purine metabolism have been pursued. Dr. Roy W. Bonsnes, who also holds an appointment in the Department of Biochemistry, has participated in this work. Mention has already been made of the work of Doctor Papanicolaou of the Department of Anatomy and of Dr. Herbert F. Traut of this department on the use of the vaginal smear in the early diagnosis of genital cancer. Most of the clinical observations for this work were carried on in this department where whole-hearted cooperation was extended by various members of the staff. The Commonwealth Fund has been most generous in its support of this work and the publication of the monograph and is continuing financial aid for subsequent work which is being prosecuted jointly by Drs. Papanicolaou and Marchetti at Cornell and Dr. Traut at the University of California. The roentgenological investigations in pelvimetry for which the late Kyle B. Steele was mainly responsible are being continued by Drs. Lucius A. Wing and Charles M. McLane with financial support from Mr. and Mrs. Dunbar W. Bostwick, Mr. Albert C. Bostwick, Mrs. Ogden Phipps, and Mrs. J. Watson Webb.

During the year, Dr. Herbert F. Traut, Associate Professor of Obstetrics and Gynecology in the College, and Attending Obstetrician and Gynecologist to the New York Hospital, accepted the Professorship of Obstetrics and Gynecology at the University of California. His leaving was a major loss to Cornell and the Hospital, where for ten years he has been one of our outstanding teachers, investigators, and clinicians.

PATHOLOGY

Teaching second-year students during the entire academic year, and thus continuing the teaching schedule through four quarters each year during the war, has not proved to be too heavy a burden in spite of a reduction in staff. During two quarters, Dr. Eugene L. Opie was in charge of the department while Dr. Dock was on military duty. Greater effort should be made to continue the training in Pathology into the last two years of the medical course at a time when the students are better equipped to correlate their clinical observations with autopsy findings. Provisions are being made for students to attend more of the autopsies during these years.

Work on the problems of senility, in collaboration with the Laboratory of Animal Nutrition at Ithaca continues on a somewhat reduced scale, while the investigations of leukemia and cancer under Dr. Furth have not been curtailed. Studies of chemotherapy in leukemia brought to light great variability in response of certain strains to specific therapy, some strains being highly sensitive to one agent, others to different agents. The studies on leukemia have been supported in part by grants from The Lady Tata Fund, The Jane Coffin Childs Memorial Fund, and the International Cancer Research Foundation.

In collaboration with the Department of Medicine, studies on the changes in bronchial veins in heart disease were completed and an explanation has been found for hemoptysis in certain types of heart disease. More extensive study of the bacteriology and of viruses in pneumonia has been undertaken in collaboration with the Department of Public Health and Preventive Medicine.

PRESIDENT'S REPORT

PEDIATRICS

The course in pediatric instruction did not differ essentially from previous years until the start of the current academic year (April, 1943). At that time, clinical clerkships of one month's duration, analogous to those available in the other major clinical departments, were inaugurated for senior students. Although this expansion of fourth-year teaching resulted in a proportionate decrease in bedside instruction for third-year students, the change should make for more effective teaching. It should be pointed out that the course could be further improved if time were made available to senior students for full time, inpatient clinical clerkships of one month. As heretofore, the effort is made throughout the course to stress the importance of community child health by emphasizing all measures aimed at the prevention of disease and the promotion of health.

Both full-time and part-time members of the attending staff participate in the training of the pediatric house staff. Pavilion rounds are supplemented by frequent group and personal conferences. Because of a shortage of personnel, it has become necessary to curtail temporarily opportunities for clinical research which had hitherto formed an integral part of the program of instruction. For similar reasons, the affiliation with the Willard Parker Hospital which enabled two members of the resident staff to receive intensive training in contagious diseases each year has been suspended for the duration.

Of the teaching and hospital staff, 30% have entered the military services. Only two senior members of the full-time staff remain. Despite these substantial encroachments, the standards of teaching and patient care have not materially depreciated, due only to the whole-hearted support of each of the staff who has remained. However, there has resulted some reduction in the amount of investigative work carried on in the department.

Outside agencies have continued in support of the work in the department: The Commonwealth Fund in connection with studies on heart disease and psychiatry; the Children's Bureau of the United States Department of Labor, the Mrs. Robert Boggs Fund, and the Louis Livingston Seaman Fund in the program of study of premature infants and their care; the Lucius N. Littauer Foundation to work in contagious diseases; and the John and Mary R. Markle Fund toward studies on allergy.

It was necessary to return a substantial contribution of \$5,000 to the donor which had been received for the development of a training program in community health and medical supervision in schools because of the withdrawal of personnel into military services. Thirty-five papers were published during the year covering the fields outlined and in addition 74 addresses were presented to lay and medical organizations.

PHARMACOLOGY

In order to accommodate changes in the teaching schedule in other departments, the introductory course in pharmacology has been shifted from the first to second trimesters of the second year. While the staff of the department are of the opinion that this part of the students' work in pharmacology should come as early as possible in the medical course, the change appears to have introduced no difficulties. The lectures in applied pharmacology, previously given to the second-year students in the last trimester, have been distributed this year through the third year. These lectures have been coordinated with those given by the Department of Medicine through an informal arrangement for the exchange of hours. This plan for the combination of the two closely related subjects has resulted in a logical and orderly presentation of the subject matter. Furthermore, it enables the pharmacologist to keep in touch with the students during their third year.

Conferences on therapy, given primarily for the fourth year students, have continued to serve a useful purpose, both in the educational program of the College and to the wider audience secured by their publication in the New York State Journal of Medicine and by the distribution of reprints. Dr. Gold has been holding conferences with fourth-year clinical clerks in the Department of Medicine. In dealing with drug preparations and their therapeutic uses, emphasis has been

placed upon the practical presenting of drugs in relation to the special problem of the ambulant patient. The scope includes the more common groups such as the sedatives, analgesics, antacids, antispasmodics, diuretics, cathartics, drugs in the treatment of heart failure, coronary disease, and others.

The investigations of the department deal with the pharmacology and therapeutic uses of digitalis, mercurial diuretics, marihuana, ether, analgesics, and laxatives. This work was supported by a total of \$18,000 obtained from ten commercial concerns. It is interesting that seven different concerns contributed \$7,500 for the studies on digitalis. In addition, the department was asked to undertake a problem of confidential nature by the Office of Scientific Research and Development. The work has gone so well that the contract was renewed for the next year at an amount increased by 50%.

Although the teaching staff has been maintained intact, five of the research workers of the department have entered the military services. Two members of the technical staff were lost to government service. It was discouraging to fail to convince Army Authorities that one of the key persons in the government project should be left at his post.

On July 1, 1943, Dr. McKeen Cattell, Acting Head of the Department of Pathology was made Professor and Head of that Department.

PHYSIOLOGY

Two members of the department are on overseas duty with the Army and Navy and one is doing war research in another institution. Due to the accelerated schedule, Dr. Edwards has had to spend even a larger proportion of his time in his work as Assistant Dean.

During the periods when there was no teaching in the Departments, Dr. Du Bois served on temporary active duty as Captain in the Medical Corps, U. S. Naval Reserve. In spite of the fact that there was a great deal of work for him to do in the Research Division of the Bureau of Medicine and Surgery, there was no difficulty in obtaining release from active duty on the basis of the need of his services in teaching. It was realized that as Chairman of the National Research Council Committee on Aviation Medicine, he was contributing as much to the Navy as when in uniform.

The staff was greatly strengthened by the addition of Dr. Robert Pitts and Dr. Robert S. Alexander. Drs. Warren and Geohegan of the Department of Anatomy have had joint appointments in the Department of Physiology, and Dr. Furchgott of the Department of Medicine has had a similar joint appointment. Dr. Shorr of the Department of Medicine has helped to supervise some of the teaching.

The Department has concentrated on teaching and has adopted the policy that this activity must not suffer as a result of the war emergency. The schedule was slightly altered and now all of the lectures are given by regular staff members with the exception of two excellent lectures on the eye given by Dr. John McLean of the Department of Surgery. With the staff of instructors available, it was possible to give a great deal of personal supervision for the laboratory exercises. In some of the lectures, particular emphasis was given to the application of Physiology to military problems.

A great deal of work in problems of aviation is being carried out jointly in this department and in the Department of Anatomy under a contract with the Office of Scientific Research and Development with Dean Hinsey as the responsible investigator. Mr. De Haven is devoting full time to this and recently, Dr. Geohegan, Mr. Phipps and his staff of assistants in the machine shop have been concentrating upon the development of new devices and have furnished the Army and Navy with a limited number for trial. Their assistance has been greatly appreciated by the Armed Services. At a conference on Crash Injuries and Protective devices held by the National Research Council in Washington on May 27, 1943, there were many favorable comments on work carried out on this project. Dr. Geohegan in particular has made several contributions of considerable practical importance.

The Russell Sage Institute of Pathology has devoted most of its efforts to war problems, particularly those connected with clothing and heat loss.

Other topics of investigation in this department are renal physiology, neuro-physiology, and certain studies on the subject of insulin.

Under the auspices of the Rockefeller Foundation, Dr. Daniel T. Rolfe, Professor of Physiology at Meharry Medical School, will be a visitor in this department for a period of four months starting late in September of 1943.

PSYCHIATRY

The soundness of the new administrative organization was substantiated during this past year. The planned opening of an additional floor for male patients will have to be postponed until the present emergency has passed. The teaching has not been changed and a sufficient number of teachers are still available. The shortage of instructors is felt most keenly in the outpatient department. The resident staff has been greatly reduced.

Despite the reduction of staff, certain lines of investigation have been followed. Jointly with the Department of Medicine and the Russell Sage Institute of Pathology, combined physiologic-psychiatric studies have been directed toward the mechanisms which are present when somatic changes occur in certain emotional states. It has been possible to demonstrate the presence of cholinergic and adrenergic properties in the blood of patients showing intense emotional reactions.

It has been demonstrated that the memory defects of aging and arteriosclerotic patients are frequently greatly increased by anxiety and can be improved by psychiatric treatment. A critical evaluation of various standardized psychometric tests and their application to psychopathological conditions has been made from the tests done on patients, including all age groups from infancy to old age in mild as well as very disturbing psychiatric disorders.

In the nursery school, the study of anxiety and fear in young children has been continued. An analysis of dreams has been made from a survey of the records of forty children. The psychiatric student health service was carried on by Dr. Edwin J. Doty and Dr. Oskar Diethelm. Thirteen students were seen in thirty-seven consultations. About one-fifth of the first-year class asked for personal interviews to discuss personality adjustments with Dr. Diethelm.

PUBLIC HEALTH AND PREVENTIVE MEDICINE

The teaching program was modified to conform with the revised schedule of the curriculum, in which the formal work of this department is completed at the end of the third year. The course in Tropical Medicine and Parasitology was repeated for medical officers of the United States Navy. In a letter addressed to Dr. Wilson G. Smillie, Rear Admiral Kent C. Melhorn, M.C., U. S. N., expressed warm appreciation for the courses which have been given to naval medical officers.

Dr. Smillie has served as Chairman of a Subcommittee of the Surgeon General's (Army) Influenza Commission with Dr. Thomas Magill of the Department of Bacteriology and Major Norman Plummer, M.C., U.S.A. (a member of the staff in the Department of Medicine). A field study was conducted on the campus at Ithaca where 3,000 persons were vaccinated. Dr. Smillie has also been a member of a subcommittee appointed by the Surgeon General of the Army to study methods for disinfection of the air in prevention of air-borne infections. These studies were conducted in Chicago under Dr. O. H. Robertson of the University of Chicago.

Dr. Morton Kahn was appointed Special Expert to the United States Office of Strategic Service and prepared a report upon Dutch Guiana. Later in the year, he was appointed Consultant to the Secretary of War, Surgeon General's Division. He was invited by General Manuel la Camacho, President of Mexico, to visit that country for the purpose of giving advice on public-health matters. Other problems investigated include studies on the effect of sulfadiazine upon the common cold, the flora of the respiratory tract at the autopsy table, school health

techniques, health education in nutrition, malaria and anti-malarial therapy, and tuberculosis.

In collaboration with the Department of Pediatrics, Dr. John C. Torrey, Emeritus Professor, has performed a study of the bacterial flora of the upper respiratory tract of premature infants.

Dr. Ralph W. Nauss has supervised the routine examinations for protozoa and parasites for the New York Hospital. This has brought about a marked improvement in the diagnostic work there.

RADIOLOGY

Numerous changes in the staff in Radiology have taken place. Due to illness, Dr. John R. Carty, Professor of Radiology, has been on leave. Three members of the staff are in General Hospital Unit No. 9. However it has been possible to supplement the staff so that the various phases of the work could be carried on satisfactorily. Since the outbreak of the war, the teaching has emphasized the aspects of Radiology which pertain to wartime medicine; i. e., traumatic surgery, localization of foreign bodies, and interpretation of various pulmonary conditions. The structural rearrangement of the Department, the continued expansion of the X-ray Library and Museum, and the complete indexing of valuable radiographs have all contributed to the teaching facilities. Due to demands by the armed services and war industry for various supplies used in Radiography, it has been necessary to set up various emergency measures to meet the present situation and to plan for future reduction in supplies.

Research necessarily has been at a minimum due to the conditions described above. Clinical research in the form of a complete follow-up system has been inaugurated in X-ray therapy. This has been done so that more accurate knowledge is available about the end results in both neoplastic and inflammatory conditions. This defines more clearly the indications and contra-indications for x-ray treatments as presented to the medical students.

SURGERY

The teaching of Surgery began in the last trimester of the second year with a series of introductory exercises on the fundamentals of surgical technique, certain special diagnostic procedures, and anesthesia. During the surgical trimester of the third year the students have spent their mornings on the pavilions receiving instruction at the bedside and working up cases assigned to them. This experience is supplemented by reading and clinical demonstrations. The afternoons are given over to the specialities including clinics in Urology, Otolaryngology, Ophthalmology, and assignment to the Outpatient Departments in these subjects.

One half of the fourth-year surgical section works in the Outpatient clinics of General Surgery, while the other half has further experience in the pavilions. As originally arranged in the curriculum, this group was to function as clinical clerks on special types of cases, but due to the great curtailment of house staff due to the war, they have been doing the work of interns. In fact, for most of the year at least half of the fourth year surgical group has been substituting in the hospital.

A feature of the teaching in Surgery during the past year and a half has been an increased emphasis on traumatic surgery and other aspects of the subject applicable to service with the armed forces. This has culminated in a weekly seminar at which such subjects as shock, burns, wounds of the chest, of the central nervous system, of the abdomen, etc. have been presented first by students who have prepared papers on the subject assigned to them and then in open discussion by the group led by a member of the surgical staff. The students have participated enthusiastically in these exercises which will be continued in one form or another.

The staff of this department has been reduced markedly, 46 out of 121 having entered the military services. The resident staff has been cut to two-thirds its size in 1940 and the residency training has been shortened to 3 years. The patient load has not decreased and the teaching has increased by 25%. It has been necessary to curtail considerably the research program in the experimental laboratory but it has been maintained and a number of problems have been investigated.

A fairly extensive study of burns has been carried out, including comparison of various methods of treatment of experimental second degree burns of small area in which medical students acted as volunteer subjects. Since second degree burns comparable to those in patients cannot be produced in animals, the use of human subjects has been of great importance and has yielded some very interesting data. Two results of the wider program of study of burns have been the development of new chemotherapeutic technics, including a sulfonamide impregnated film and a technic for distinguishing accurately between second and third degree burns.

The interesting findings from studies on the effects of pedicle jejunal grafts on gastric secretion have been applied to the treatment of peptic ulcer in patients. The pathological studies of the organs and tissues from a colony of dogs with hypertension has been prosecuted. Fundamental physiological information on man has been obtained from some of the neurosurgical cases, i. e., the preganglionic pathways to the pupil and the upper extremity have been mapped out accurately in a series of some 20 human cases in a cooperative study with staff members in the Department of Anatomy; on the carotid sinus reflex and headache in man in collaboration with staff members in the Department of Medicine. In clinical research, a fairly large number of papers has been published.

CURRICULUM

During the past year, we have been operating on the revised curriculum which was described in our report for the year 1941-42. It is too soon to evaluate it because we need to see how it works out after a class has completed the last two years under it. However, in the present emergency it has been most helpful because it has permitted the use of a larger number of our students as substitute interns. With the reduced staffs, the assistance of students has played an important role in patient care. They have carried out their responsibilities satisfactorily and have at the same time gained considerable practical experience which may help to compensate for the reduced period of postgraduate hospital training. It is debatable whether this is the most profitable type of expenditure of student time, but it has been done as an expediency. An endeavor has been made to see to it that a student did not miss any of the essential clinical instruction. While we have had requests from other hospitals for this type of student activity, we did not permit it because of difficulties in schedules and of our own needs.

The accelerated schedule leaves much to be desired. When a student conditions a course or two, the time interval between terms does not permit adequate review before re-examination. It does not allow the student to do any considerable amount of special work either in investigation or clinical activities. There is no available time for review and taking the National Board Examinations. It does not provide adequately for productive scholarship on the part of the staff. Instruction in New York City in the summer months cannot be executed effectively in all of our departments. In other words, we look forward to a return of the normal schedule of four academic years in four calendar years. It seems likely that there will be some pressure to continue it after the war, but we will not be among the proponents of such a move.

THE WAR EFFORT IN RELATION TO THE MEDICAL COLLEGE

In last year's report, it was stated that topics of importance to military medicine would be incorporated in the established courses rather than give special courses in Military Medicine. A committee studied the teaching of Tropical Medicine in our college during the year. Their report made several suggestions for improvement. Two of our staff members attended special courses in Tropical Medicine. Dr. Thomas Almy, of the Department of Medicine, in Washington, D. C., at the Army Medical College and Dr. Jacob Furth of the Department of Pathology, in New Orleans at Tulane University. These courses were supported by the John and Mary R. Markle Foundation.

In the discussion of the work of the departments, the various projects under the O.S.R.D. and the Surgeon General of the Army have been described. In many

of these, the funds have been utilized for technical assistants and supplies while the time of staff members has been donated. Approximately \$130,000 has been received in the various government contracts. In addition our men have served on many National Research and governmental committees that have not been mentioned. We have endeavored to place our resources at the disposal of the government in an effective manner.

Aside from the courses in Tropical Medicine and Parasitology that have been repeated several times, we have not endeavored to give special courses to members of the armed forces. It was our opinion that our staff was so reduced and overtaxed with other responsibilities, that we should not take on these additional educational responsibilities at the risk of deterioration of our undergraduate program.

The Army and Navy Medical training programs were described in detail in the Journal of the American Medical Association, page 120 on May 8, 1943. These programs provide for the continued training of men to supply the needs of the two services. While most of our men students had reserve commissions either in the Army or Navy, they resigned these commissions in order to be inducted for active service as trainees in medical school, as privates in the Army, and as apprentice seamen in the Navy. This was done on July 1, 1943. The distribution is now 210 Army Trainees and 78 Navy ones. They are in uniform while attending classes, receive appropriate salaries in addition to tuition, a per diem allowance for food and lodging, and are supplied with textbooks, instruments, and other supplies. Lieut. Col. Philip B. Connolly is the Army Commandant and Lt. Comdr. F. Robert Hewitt is the Navy Commandant. Approximately two hours a week are required for military instruction and otherwise there has been no interference with the normal progress of their work. In case a student in either service fails his scholastic program, he will be removed from school and ordered to general duty elsewhere. On the successful completion of the medical course, the trainees in both the Army and the Navy will be placed on inactive duty for a period of a year during which they will be permitted to serve internships in civilian hospitals of their choice. Then they will receive commissions in the reserve corps of the respective services and assigned to active duty. Those students, who desire to enter the regular Medical Corps of the Navy, may take the examinations at the end of their medical course. If they successfully pass, they will be assigned to an internship in a naval hospital on active duty with corresponding Navy pay.

In the classes in attendance and in those admitted for January, 1944, and October, 1944, we have been permitted to select our students and we have paid no particular attention to the percentage distribution between Army and Navy. Although we hope to have a say in the selection of the class to enter in June, 1945, it looks as though the services will assign students to us from their pre-medical programs in a ratio of 55% Army trainees, 25% Navy trainees, and 20% civilians. The Army pre-medical course in the Student Army Training Program consists of 5 quarters of 12 weeks each and in the Navy it is 5 terms of 16 weeks each.

As yet, we have not finally negotiated the contracts with either service. It was with great difficulty that we obtained a per diem basis for our Army trainees. We are having difficulty in arranging for the medical care of the Army trainees. While they are willing to utilize our Personnel Health Service for care of minor illnesses, they have refused as yet to subscribe to our hospitalization plan. They insist on using Army hospitals for the hospitalization of the trainees. We are firmly convinced that this is not for the educational advantage of the trainees because experience has shown that the duration of stay in an Army hospital will be much longer than in our own. Unnecessary loss of time in this manner may lead to scholastic failure. At the present writing it looks as though the Navy will cooperate fully in continuing with our established health and medical care program.

Up until now, we have been very fortunate in the transition of a major portion of our student body to an active military basis. Our educational program and our administration has not been disturbed to any great extent. We have a capacity student body and probably will continue to have for at least two more academic years. We are much concerned that in the future we may not be able to select our students. All of us are aware that difficult times are ahead. After the accelerated

schedule is stopped, there may be a period of lean years as far as student prospects are concerned. The transition back to our normal pre-medical program will take time. We will face the problem of training several classes of immature and incompletely prepared students. However, we will have to surmount future difficulties as best we know how as they arise.

GENERAL HOSPITAL NO. 9

This unit was originally made up of 55 doctors of whom 47 were from the Medical College and Hospital staffs. It was activated on July 15, 1942, and was sent to Fort Andrews on an island in Boston Harbor, where no facilities for extensive clinical work were present. Some of them were sent away to take special courses and to do some hospital work. Some of the men were detached and sent to other units and responsibilities. Four of the surgeons were put in charge of the surgical divisions of other hospital units. In spite of a period of over a year of nearly complete inactivity from clinical work, these men who had lead most active lives as physicians and surgeons maintained an excellent spirit. Dean Hinsey attended the organization day held on July 15, 1943, and was much impressed by the superb morale and the condition of the men as a whole. A few days later, they were moved and now have an address of A.P.O. San Francisco. Thirteen other hospital units activated about the same time as ours had not been moved at the time of the Organization Day. Although such a long period of preparation may have been unavoidable, many have been the times we have wished we could have some of them back at work on occasions when demands were being made for additional ones of our already depleted staffs.

COLLEGE MAINTENANCE

The total amount available for all purposes increased by \$218,000 over the same period for the previous year. This represents an increase of almost 20 per cent in the activities of the Business Office. A decrease of \$50,000 was noticed in the Income for Special Funds; however, this decrease was more than offset by contracts with the Office of Scientific Research and Development, amounting to approximately \$130,000.

	1941-42	1942-43
Academic Budgets.....	\$ 744,234	\$ 813,021
Restricted Gifts (Received).....	241,727*	191,389*
Special Funds for Research (Received).....	58,642	79,079†
Administration and Service Accounts.....	120,277	128,854
Administration-Restricted Funds.....	10,140	50,725
	<hr/> \$1,175,020	<hr/> \$1,263,068
		130,000
		<hr/> \$1,393,068

*Figures for 11 months only.

†Including unexpended balance from previous years.

	1941-42	1942-43
Orders placed.....	\$12,225	\$11,450
Checks issued.....	10,747	11,163

GENERAL MAINTENANCE

The Medical College buildings are at present in a good state of repair. An extensive painting schedule has been started and will be completed this summer. Routine repairs and replacements to our services have been carried out as needed.

The following services were supplied by the Engineering Department of The New York Hospital during the past year:

	1941-42	1942-43*
High-pressure steam.....	27,143,170 lbs.	27,691,250 lbs.
Low-pressure steam.....	19,724,640 lbs.	24,906,500 lbs.
Electric Current.....	755,979 kw.	737,542 kw.
Brine refrigeration.....	4,276 tons	4,786 tons
Gas (flat rate).....	757,464 cu. ft.	757,464 cu. ft.

*Month of June estimated.

The above services have been running about the same as last year, with the exception of an increase in low-pressure steam. This increase is due in part to the exceptionally cold weather experienced last winter. Otherwise, a continued effort is being made to keep these services to a minimum.

SUPPORT ACTIVITIES

Dr. Bruce Webster, who served as Assistant Dean in charge of fund raising activities, left on July 15, 1942 to serve as Lieut. Col. M. C., in charge of the medical division of General Hospital No. 9. On January 1, 1943, Mr. Calvin White resigned his duties as Assistant to the Administrator-in-Chief of the New York Hospital in charge of the Department of Support Activities. At this time the college withdrew temporarily from this joint activity with the anticipation that work in this field would be reorganized at a later time. We appreciated the cooperation we had received from Provost Peters up to the time of his resignation on May 1, 1943. This field of work in a most important one and must be put on a sound basis in the Medical College just as soon as conditions permit. The Dean's Office has handled a great deal of it during the past year with the excellent cooperation of President Day, staff members, and Trustees of the University. When the funds obtained from the government for special research are taken into consideration, we have raised a substantial amount more this past year. However, with the reduced staffs, we have not been able to approach certain sources of income because we did not have and could not get the personnel to assign to additional research projects.

ALUMNI ACTIVITIES

During the past year, the Cornell University Medical College Alumni Association was fortunate in obtaining Miss Mary E. Gleason to serve as full time secretary in the Office of the Alumni Association at the College. She has done much to improve the condition of the Alumni records, has handled the details of the appeal for the Alumni Fund and of other Alumni activities, and has cooperated with Dr. David N. Barrows '12 in his work as Editor of the Quarterly. During the war, it is important that the work of the Alumni Association go ahead in uninterrupted fashion and that we keep in touch with those in the service as well as in civilian practice.

A total of 437, including representatives of all classes from each of the classes from 1899, the first, to 1943, attended the Annual Alumni Banquet. The outgoing president, Dr. David N. Barrows, '12 presided. With so many of our Alumni away in the service, the attendance was most gratifying. A luncheon was given by the college in the Nurses residence preceding the annual meeting and the program in the afternoon.

During the year arrangements were made so that the facilities of our college library and of the cafeterias at the Center were put at the disposal of our graduates. A total of 322 graduates contributed a sum of \$2,387 to the Annual Medical College Alumni Fund during the year. This is an excellent showing when it is realized that so many are away in the services and is a token of the fine spirit of cooperation that exists.

The administration of the New York Hospital has had many difficult and trying problems to face; i. e., shortage of house staff, nurses, orderlies, and other personnel; rising costs in all phases of their activities, etc., adjustment of hospital charges to these increased costs, etc. During the year, a survey was made to ascertain the phases of their activities where economies might be made. Changes have since been made and others are under contemplation. In the work of the Joint Administrative Board, of which President Edmund E. Day is Chairman, the problems of mutual interest between the Hospital and the College have been dealt with in the spirit of fairness and cooperation.

During the year, Mr. Langdon P. Marvin was elected President of the Board of Governors of the Society of the New York Hospital. Mr. James W. Husted was elected Secretary to succeed the late Augustine J. Smith whose death terminated his long and devoted service to the work of the New York Hospital.

In facing the future, it is difficult to plan for the work of the post-war era. One of the great needs will be to provide postgraduate training opportunities for many of those medical men who have entered the services without having secured adequate postgraduate training. It is difficult to forecast the position of medicine in the post-war world. This problem is one under study by a special committee of the New York Academy of Medicine of which several of our staff are participating. A socialization of medicine may bring about Government control of medical education as indicated in the provisions of the Wagner-Murray Bill before Congress which would in our opinion be seriously detrimental to the progress of our work here.

We look forward to the return of the many of our staff members who are away at work in various phases of war activities. In making arrangements for the carrying on of their work, we have kept in mind our responsibilities to them on their resumption of civilian status.

It is a pleasure for me to acknowledge to you and to the members of our staff my keen appreciation for the help and cooperation I have received during this past year.

JOSEPH C. HINSEY,
Dean of the Medical College.

APPENDIX XI

REPORT OF THE DEAN OF THE NEW YORK STATE
VETERINARY COLLEGE

To the President of the University:

SIR: I have the honor to report herewith on the work of the New York State Veterinary College for the academic year 1942-43.

The year has been unusual in that three full semesters of instruction were offered. The accelerated program begun at the beginning of this year was compulsory to all students, hence we had a full attendance all year. The work of the first semester, usually given in the fall and early winter, was given in the summer, and that of the second semester, usually given in late winter and spring, was given in the fall. A class was graduated in January and another will be graduated in October. For the first time we had no graduating class in June. So long as the accelerated program is continued we expect to graduate classes at nine-month intervals and to accept new classes simultaneously.

During the year nearly all male students were members of the Medical Administrative Corps of the Army, holding commissions as Second Lieutenants, inactive status. These students were not in uniform, were not paid, and were not required to perform any military duties. The commissions operated purely as a device by which the Army removed these men from the jurisdiction of the War Manpower Commission and thus kept them from the danger of having their work interrupted by being drafted into the Army in non-professional capacities. On February 1, in anticipation of the activation of its Specialized Training Program, the Army discontinued the issuance of new commissions in this Corps, but those already in it were permitted to retain their membership until graduation or until they had transferred to active service in the Enlisted Reserve Corps, as they chose. Several male students matriculating in February failed to have their commissions in the M. A. C. cleared before the "dead line" and were forced to remain for a time as civilians. All of these applied for voluntary induction during the term, were accepted and assigned to the Enlisted Reserve Corps, in which they remained on an inactive status until the end of the academic year.

The College was designated as a unit for the training of students in Veterinary Medicine early in the spring as a part of the Army Specialized Training Program. The unit was activated on June 28. No new students were assigned here but all of our male students, who wished to do so, were allowed to resign their M. A. C. commissions and apply for active service as privates, first class, in the Enlisted Reserve Corps. All of these applicants who succeeded in passing their physical examinations reported at Camp Dix, N. J. on June 25 where uniforms were issued and immunization and indoctrination programs were begun. They were returned to Ithaca on the first day of the new term to continue their studies. These men constitute Company C, 3206th S. C. S. U. (Service Command Service Unit), with a roster of 135 members. There are 17 civilian students in the college. Of these, five are women, five are men who chose to retain their M. A. C. commissions, and seven are men who failed to pass their physical examinations.

In a memorandum issued by the Adjutant-General on April 29, 1943 it was announced that specialized training in veterinary medicine would be offered only to students who were at that time in approved veterinary colleges and to those pre-veterinary students who were members of the Enlisted Reserve Corps and who had been accepted for admission by one of the approved veterinary colleges. This announcement marked a change of policy in the War Department, a change which definitely limits Army-sponsored education in this field to those individuals to whom commitments already had been made. The personnel of the class which will be admitted in October already has been selected by our Committee on Admissions. About half of this class are E. R. C. members and these men will receive an Army-sponsored education. The remainder and all classes which will be admitted later will consist of civilians unless the War Department makes further changes in plans.

During this first year of accelerated teaching, all teachers of professorial rank volunteered to teach the extra term without additional compensation. A few instructors and assistants received salary supplements provided by an item in the supplementary budget of the State. For the second year modest salary supplements for all those who are required to teach three terms has been provided in the State budget.

THE FACULTY

I regret to report the death of one of our major staff members during the year. Dr. Earl Louis Brunett, Associate Professor of Poultry Diseases, died after an illness of more than one year on May 14, 1943. Doctor Brunett, a comparatively young man, had been in charge of our teaching and diagnostic work in the field of poultry diseases for about 20 years and had many accomplishments to his credit. This was the only important change in the faculty during the year.

Two textbooks by members of our faculty were published during the year. Last fall a new edition of Williams's "Surgical and Obstetrical Operations," rewritten and brought up to date by Dr. A. G. Danks, appeared. A new book by Dr. W. A. Hagan on "The Infectious Diseases of Domestic Animals with Special Reference to Etiology, Diagnosis, and Biologic Therapy" came from the press in mid-winter. Dr. H. J. Milks has just completed the revisions for the fifth edition of his "Veterinary Pharmacology, Materia Medica, and Therapeutics," a standard text in this field, and the volume will appear soon. Dr. D. H. Udall is preparing the copy for the fourth edition of his "The Practice of Veterinary Medicine" and it will appear in the fall. All of these works have been widely accepted and are responsible in part for the prestige which this institution holds in the field of veterinary education.

Besides their contribution to the war effort through operation of the accelerated instructional program, some of the staff members have made other contributions through their membership on national committees, as consultants to the War Department and other agencies in Washington, and through special research assignments of a confidential nature. Last spring Dr. H. H. Dukes was appointed as the representative of the American Veterinary Medical Association to the Division of Biology and Agriculture of the National Research Council. He was also re-elected secretary of the Research Council of the American Veterinary Medical Association.

THE STUDENTS

The fact that most of our students are now in the uniform of the Army has already been reported. This fact has instilled a new and better morale in them. During the past year, possibly because of lack of vacation periods or because of the generally unsettled conditions, there was some evidence of deteriorating scholarship. At the end of the year five students were dropped for unsatisfactory scholarship, a much larger number than usual. It is anticipated that this fact will have a salutary influence on the remaining students for they all have an acute appreciation of the serious effects of being dropped at this time.

As had been anticipated, the number of applications for admission to the February class was much smaller than usual. About one applicant out of four was successful.

LABORATORY AND CLINICAL SERVICES

As this is written, final tabulations of the accessions of the clinics and laboratories have not been made. It is evident, however, that the totals will not differ greatly from those of recent years. It was anticipated that the shortage of transportation facilities would cause a sharp decrease in the clinic accessions but it appears that this has not been as great as we had expected. The greatest decrease probably will be reflected in the report of the Small Animal Clinic. If there are any decreases in the Ambulatory and Surgical clinics they will not be large.

The poultry laboratories in Ithaca and Farmingdale have done about the usual amount of diagnostic work. The general diagnostic laboratory will show a considerable increase, this being occasioned by a much larger number of blood samples

submitted for the agglutination test for Bang's disease. The new state calfhood vaccination plan for controlling this disease is responsible for this.

RESEARCH WORK

The heavier teaching load of the accelerated program has reduced the time available to our faculty for research work; nevertheless, none of the major research projects have been allowed to lapse. Some of them have merely progressed less rapidly.

As it was pointed out in the last annual report, we have not made many changes in our research programs as wartime measures because it happens that our major projects had to do with decreasing losses from infections and parasitisms in our food producing animals, and this matter is even more important now than in the pre-war period. Animal food production can be increased by increasing the number of animals or by improving the efficiency of those we have. The latter method is much more economical. Better knowledge of how to control and decrease the diseases and parasitisms of our cattle, sheep, swine, and poultry and better utilization of the knowledge that we have is capable of materially increasing production and reducing costs. It is quite certain that if disease-control information that we now have could be generally applied, animal food production could be increased by at least 25 per cent without increasing the size of our herds and flocks.

In a more complete report, made to the State as required by law, details of our research programs and progress will be made. This will be available in the form of a public document which will be provided to those who are interested and who request it. Space will not permit extended discussion of the matter here. It can only be said that the major fields of endeavor are in the following: Bang's disease of cattle, mastitis of cattle, metabolic diseases of cattle, sheep, and horses, parasitic diseases of herbivorous animals and poultry, tuberculosis and related diseases of cattle, tumors of all domestic animals but especially of poultry.

In addition to the above, investigations having a direct relation to the war effort of which even the nature may not be reported at present, are under way. These occupy a major part of the time of certain staff members.

ALUMNI

Few veterinarians are wealthy, and these have not acquired their wealth through practice of their profession. Our graduates find that they can command modest salaries or through private practice can earn a comfortable living. Among our alumni, therefore, there are very few who can be expected to make large financial contributions to the University. It is a very loyal group, however, a large proportion of which make modest but regular contributions to the Alumni fund, and which can be depended upon to support, financially and otherwise, any projects which benefit the College and the University. The series of faculty portraits is one manifestation of this spirit. Several other instances during the past year may be recorded. The mother of David E. Wright, '12, has established a memorial loan fund for needy veterinary students, a gift of \$1,000 being made for its support. Nathan Wernicoff, '31 and Tevis Goldhaft, '35 have established a prize of \$50 to be awarded to each fourth-year class for the best essay on poultry diseases. Charles Rife, '25 and Edward R. Cushing, '20 have supplied the nucleus and are canvassing the classes which were in college with William R. Crawford, '24 for contributions to a fund to be donated as a memorial to him. This fund will be used for the purchase of books by the veterinary library. These contributions are gratefully received both because of the good purposes which they will serve and because of the loyalty to the institution that they indicate.

A large proportion of the classes which have graduated during the last few years are now in military service and are scattered to the four corners of the earth. Virtually all are commissioned officers in the Veterinary Corps of the Army. Many interesting letters are being received from these men in England, Iceland, North Africa, the Near East, India, China, Australia, and the Aleutians. There have been no fatal casualties among the group so far as we have learned.

PHYSICAL FACILITIES

In my last report I mentioned a number of respects in which it is to be hoped that our physical plant can be improved after the war. Except for rebuilding of the old administration building, James Law Hall, these are of the nature of major repairs to other old buildings, and alterations the better to adapt them to modern needs and practices. I hope the Board of Trustees of the University will take action to keep these before the fiscal officers of the State to the end that we will obtain a fair share of whatever post-war capital expenditures are made.

APPROPRIATIONS

The state fiscal year has been changed to begin on April 1, instead of July 1, as in the past. The appropriations for the College for the year beginning last April were substantially greater than for the preceding year. General maintenance funds were not changed materially but basic increases were allowed for all employees whose annual salaries were less than \$1,200, and a few increases were allowed in the higher salaried group. In addition increases were allowed for all teachers who are required to teach three terms instead of two. The state fiscal officers allowed us virtually all we requested, and to them we are grateful. Additional financial support is needed in many areas but we are not planning on expansion during the war period except as additional war responsibilities may be placed upon us.

W. A. HAGAN,
Dean of the Veterinary College.

APPENDIX XII

REPORT OF THE NEW YORK STATE COLLEGE OF
AGRICULTURE AND OF THE CORNELL UNIVERSITY
AGRICULTURAL EXPERIMENT STATION

To the President of the University:

SIR: I have the honor to submit the report of the New York State College of Agriculture and of the Cornell University Agricultural Experiment Station for the fiscal year 1942-43.

The College has now completed its first full year of participation in World War II. There have been many changes in the teaching, research, and extension programs to meet the wartime needs of agriculture. Additional shifts and emphasis are made as the occasion demands. In spite of some loss of technical personnel to the armed forces and the war industries, difficulties in obtaining certain items of equipment and supplies, and the shortage of labor, the staff has adjusted to present conditions promptly and with good judgment.

The most critical production problem in the United States at this time, is that of producing sufficient food for our armed forces, our civilian population, our Allies, and the starving populations now under the Axis governments. As one of the great agricultural states, New York is playing a vital role in the food-production program. The numerous obstacles and problems affecting food production in the State have been and are being faced realistically by the College and the Station to the end that prompt solutions may be found and that farmers may be provided with the necessary facts and information.

RESEARCH

During the past year, the Experiment Station has given special emphasis to research on the major factors in food production. These comprise the following:

weather, prices, labor, machinery, fertilizers, insecticides and fungicides, transportation, seed supplies, total feed supplies, supplies of high-protein feeds, packages and containers, and processing and storage.

The weather is by far the most important single factor affecting food production, and the one that may be influenced the least by research. Nevertheless, research on water conservation enables farmers to make the utmost use of available water by strip-cropping, contour-planting, and the use of diversion ditches and terraces where necessary. By combining weather forecasts with constant seasonal research on the development of diseases and pests of fruits and vegetables, growers are given valuable information on the timing of sprays for more effective control. Research on methods of irrigation is proving useful in the highly intensive agricultural areas as a method of increasing production.

The general problem of prices paid to farmers has received considerable attention during the past year. Cost-of-production studies, general cost-account studies, and basic research in prices have been especially useful in connection with the marketing of various agricultural products and the obtaining of additional acreages of essential food crops.

A survey of the general farm-labor situation served to focus attention on the serious nature of this problem in the State. Special studies of methods of increasing labor efficiency in various farm enterprises are now under way. Land-classification and land-utilization studies are providing information of use in connection with the recruitment and the assignment of additional farm labor where it may be most effectively used. Studies on cultivation and other cultural practices with row crops are proving of importance in the more efficient use of the limited farm labor available.

An emergency study on the farm-machinery situation is serving as a guide in determining the steps required to meet this problem. Data are available regarding the need for new equipment and spare parts, together with the present age and probable length of life of equipment now on farms.

In connection with the fertilizer shortage, studies on time and methods of fertilizer application are of great importance. Other studies are providing useful data in determining those crops on which the supplies of available nitrogen can be used to the best advantage from the standpoint of total food production.

Many of the important insecticides and fungicides are available in sufficient quantities to meet the needs of farmers, barring transportation difficulties. With others, however, shortages already exist or are impending. Adequate supplies of fungicides and insecticides capable of controlling the diseases and insect pests affecting crop plants, livestock, and poultry, must be available or food production cannot be maintained, even though all other obstacles are overcome. The importance of the current research to find substitutes for such critical materials as formaldehyde, rotenone, and pyrethrum, is clearly evident.

With respect to the transportation problem, a study of hauling milk by trucks from farms to country plants has provided practical plans for reducing mileage and saving gasoline and rubber. Studies on the savings of alternate-day deliveries of milk to the homes of consumers have accelerated the shift and promoted its adoption throughout the State. Intensive studies on trucking of fruits and vegetables have shown the importance of the problems confronting truckers and farm owners of trucks.

Experiments on rate of planting to avoid waste and yet ensure maximum production have been a factor in stretching our limited supplies of seeds. Furthermore, research is constantly under way to determine varieties best adapted to New York State conditions and to ensure, by maintenance of parent seed stocks, the continued adaptation of such varieties to these conditions.

Research at the College demonstrated many months ago the existence of a serious feed shortage for northeastern dairymen and poultrymen. Although the solution of this problem must be obtained primarily at the national level, research has been conducted on several phases of the problem. Emphasis has been placed upon pasture improvement, the production of supplemental pasture crops, the production and storage of sufficient quantities of high-quality hay and silage, and increased production of home-grown grains in areas adapted to

this purpose. In connection with the critical shortage of high-protein concentrates, the extensive experimental work conducted during past years has been invaluable. Accurate figures have been given to dairymen, so that, depending upon the quality of roughage available, only the actual amounts of protein needed to supplement such roughage may be fed. Other research has indicated that it is highly desirable for farmers to produce more protein on the farm in the form of good pastures, and of legume or legume-mixed hay. Current research on protein supplements has aided in meeting the shortage of protein concentrates for livestock and poultry feeds.

A state-wide survey of the requirements for, and the stocks of, packages and containers for fresh fruits and vegetables was the basis of a program to encourage farmers to buy and store secondhand packages and containers as they become available, and to enlist the support of all agencies and the general public in a campaign to save all packages and containers for re-use. Methods of adapting packages and containers from other areas of the country to New York State fruits, vegetables, and eggs have been studied.

Since all of the perishable food products cannot be consumed in the fresh state, the problems of storing or processing such foods have become of paramount importance at this time. Intensive research has resulted in the development and further perfection of the modified-atmosphere method of storing apples. Research is being continued to adapt the principle of modified-atmosphere storage to certain vegetables. Other methods of storage and preservation, such as dehydration and quick-freezing, are being studied in cooperation with the Experiment Station at Geneva.

A more complete report covering the entire research program in relation to the war effort is contained in the Annual Reports of the State Colleges of Agriculture and Home Economics to the Governor and the Legislature of the State.

EXTENSION SERVICE

Throughout the year covered by this report the State Extension Service has operated on an "all-out" food-production program geared to the war effort. In normal times, farmers representing every rural community in the State have participated in the determination of extension programs. Much thought and patient effort have always been given to stimulating and encouraging local initiative and to the development of lay leadership. Under present conditions it has seemed necessary to move faster than the former democratic procedure permitted. Moreover, many of the programs designed to stimulate food production have been dictated by federal authorities and governed by a great number and variety of controls. Under these conditions, a necessary, important, and time-consuming task has been interpretation of rapid-fire regulations and advising farmers on adjustments in the farm business and on changed practices needed to meet these regulations and to cope with wartime shortages, both current and prospective.

As mentioned in the report of a year ago, the Director of Extension reorganized the Extension Service force to speed up operations, and point the entire effort toward increased production of food. Other changes in the organization have been made from time to time as new federal and state agencies have been created, in order to avoid conflict of authority and duplication of effort and to integrate the functions and activities of these agencies with those of the Extension Service. The staff of county agricultural agents has been increased slightly and the 4-H Club organization has been expanded. Membership in the farm bureaus has increased about five per cent, while enrollment in the 4-H Club work has grown to more than 62,000, a 75-per-cent increase over last year. The larger membership in the farm bureaus is significant in the light of greatly curtailed services to individual farmers, resulting from the need to reach every farmer in the State with certain information and from the greatly increased load of administrative detail imposed on county agents.

Major problems confronting New York farmers have been prices, labor, machinery, feeds, fertilizers, market packages, tractor fuel, and local transportation facilities. Farmers were unable to compete with industry for labor,

and were unable to obtain feed from midwestern grain producers, who found it much more profitable to feed hogs than to sell their grain to northeastern dairy-men and poultrymen at legally established price levels.

The farm-machinery program, conducted in large part on special funds made available in 1941 by the State Defense Council, has been continued with good results. During the first five months of the present calendar year (1943) the 15 agricultural engineers supervised and assisted farmers in the repair of more than 5000 pieces of farm machinery at local clinics, and have otherwise helped more than 19,000 farmers. No small part of the service rendered has been the stimulus toward better care of machines, better adjustment for maximum efficiency, early ordering of repair parts, and the making of repairs before the breakdown of the machine.

Although a shortage of labor was recognized early as the most urgent farm problem, it continued to grow worse. Early in 1943 a more intensive program was launched. Specific needs were first determined with respect to time, areas, and jobs. Then followed a campaign to mobilize school youth, rural people, rural non-farm people, and men and women in cities. Some of these efforts were productive; others failed in part. With the aid of an emergency federal appropriation, and in cooperation with the State Farm Manpower director, the State Education Department, the United States Employment Service, and other state and federal agencies, labor supply centers are rapidly being set up. Difficulties in obtaining suitable camp sites and in getting necessary equipment and facilities have been numerous, but are being overcome. There have been instances of crop loss due to inability to get help in harvesting. They have been minor (to July 1, 1943) and may not become serious.

Early in the year, the College research and extension workers recognized the critical feed situation approaching. The known facts were presented to federal authorities, with recommendations for necessary changes in administrative policies. Pending such action, the Extension Service has utilized all facilities to advise dairymen and poultrymen how to adjust their feeding practices to get maximum production with what supplies were obtainable from feed dealers and from such high-protein forages as they could produce on their own farms. The immediate outlook for maintenance of current production levels of milk and eggs is not hopeful.

Vegetable production, on the other hand, has been greatly stimulated. The 4-H Club agents, in most instances, were appointed county coordinators for the Victory Garden campaign. The regular staff of College specialists dealing with vegetable crops was nearly doubled by drafting personnel from the Department of Floriculture and Ornamental Horticulture and from the resident-teaching and research staffs in the Departments of Vegetable Crops and Floriculture and Ornamental Horticulture. The response in some of the cities has been astonishing. Late spring reports indicate a total of a million and a half family garden plots, probably aggregating 200,000 acres. The total yield from this acreage may exceed that of the State's commercial vegetable crop. If the surplus over current consumption is effectively stored and preserved, the Victory Gardens of the State will have made an important contribution to the civilian food supply.

At no previous time in the history of the Extension Service has there been as close, harmonious, and effective integration of programs and pooling of resources, both among departments within the College of Agriculture, and between the Colleges of Agriculture and Home Economics; and also between the extension and research divisions. It is due as much to these fortunate interrelationships as to the quality of the staff that New York has been able to anticipate many of the serious problems of agriculture and to prepare farmers for adjustment to conditions beyond their control.

APPROPRIATIONS

The state appropriations for the fiscal year 1942-43, compared with those for 1941-42, show a net increase of \$36,502 in the personal-service items, and a net increase of \$10,722 in the funds for maintenance and operation. The increase in the maintenance-and-operation items provided for special repairs to water lines

and to the roofing on Rice Hall, and for the replacement of boilers at the Long Island Vegetable Research Farm.

The Legislature of 1942 passed several bills which were subsequently approved by the Governor of the State as follows:

1. For research and extension work on methods of control and elimination of rodents and the promotion of beneficial wildlife. \$5,000
2. For research on developing strains and varieties of vegetable crops properly adapted to growing conditions in New York State. \$10,000
3. For research on pasture and forage crops. \$10,000

A special appropriation of \$80,000 was made for the farm-machinery-repair program. This appropriation, effective January 1, 1942, was for the calendar year.

Additional funds were appropriated to meet deficiencies in fuel, light, power, and water; in accessory instruction; in workmen's compensation; and in farm and home bureaus.

The federal appropriations for teaching, research, and extension were similar in amount to those for 1941-42 with the exception of the Bankhead-Jones appropriation for extension, which was increased by \$9050.80 because of final redistribution on the basis of the 1940 census. The funds formerly allocated by the Bureau of Agricultural Economics of the United States Department of Agriculture for land-use planning in New York State, were entirely eliminated.

THE COLLEGE STAFF

The following appointments and changes were made subsequent to those previously reported as going into effect on July 1, 1942. Rollins Adams Emerson, head of the Department of Plant Breeding, retired on September 30, 1942, and was appointed Professor of Plant Breeding, Emeritus, on October 1, 1942. William Joseph Wright, Professor in Extension Service and State Leader of Junior Extension, retired December 31, 1942, and became Professor in Extension Service, Emeritus, January 1, 1943. John Hall Barron retired from active duty as Extension Professor of Field Crops on February 28, 1943, and became Extension Professor of Field Crops, Emeritus, on March 1, 1943. George Abram Everett, Professor of Extension Teaching, retired on June 30, 1943, and on July 1, 1943, he was appointed Professor of Extension Teaching, Emeritus. Robert Byron Hinman, Professor of Animal Husbandry, retired from active service on June 30, 1943, because of physical disability. Resignations during the year include those of Charles G. Lincoln, Assistant Professor of Entomology and Assistant Entomologist in the Experiment Station; Andrew L. Havis, Assistant Professor of Pomology and Assistant Pomologist in the Experiment Station; and Warren C. Huff, soil conservationist.

Professor Harry Houser Love succeeded Professor R. A. Emerson as acting head of the Department of Plant Breeding on December 1, 1942. Professor Albert Hoefer was appointed acting State 4-H Club Leader on January 1, 1943 to succeed Professor Wright, and on February 1, 1943, he became State 4-H Club Leader.

New appointments during the year were made as follows: Samuel R. Aldrich, Extension Assistant Professor of Agronomy; W. Robert Eadie, Assistant Professor of Zoology and Assistant Zoologist in the Experiment Station; Andrew L. Havis, Assistant Professor of Pomology and Assistant Pomologist in the Experiment Station; Henry M. Munger, Assistant Professor of Plant Breeding and Vegetable Crops and Investigator in Plant Breeding and Vegetable Crops in the Experiment Station; Willis A. Gortner, Assistant Professor of Biochemistry and Assistant Biochemist in the Experiment Station (Department of Animal Husbandry); Delmar S. Fink, Assistant Professor of Agronomy and Assistant Agronomist in the Experiment Station; and Charles S. Hobbs, Extension Associate Professor of Animal Husbandry.

Arthur C. Dahlberg, Professor of Dairy Industry, will transfer on July 1, 1943, from the Agricultural Experiment Station at Geneva to the College of Agriculture at Ithaca. David B. Fales, was promoted to Assistant 4-H Club Leader. Other promotions during the year include three associate professors to full professors, twelve assistant professors to associate professors, and twelve instructors to assistant professors.

Including academic, administrative, and general personnel, 68 staff members and employees of the College left for military service during the year 1942-43.

We record with deep regret the deaths of the following staff members: Wilford M. Wilson, Professor of Meteorology, Emeritus; Edward A. White, Professor of Floriculture, Emeritus; and Paul S. Williamson, Assistant Professor of Farm Management.

THE STUDENT BODY

The total enrollment of 2034 students in the College for the year was a drop of about 20 per cent from the previous year and of one-third from the 3039 enrolled in 1940-41. These decreases had been expected because of the demand for men of college age in the military forces and the need for their employment on farms and in industry. The latter condition also affected the number of women, which declined from 625 in 1941-42 to 523. Since not as much consideration for the deferment of students in agriculture was given by draft boards as to students in engineering and certain other types of training, a large number who were enrolled left before the end of the year. From the 1215 students registered in the four-year, special, and two-year courses, 724 did not finish. Of these, 406 took leaves of absence for military service, 88 to work on farms, and 55 for other employment. The remaining 175 did not take official leaves, but are undoubtedly distributed through these three classifications. Many of these remained until near enough to the end of the term to be granted credit for the work they were passing. An additional 181 were graduated during the year.

	1941-42	1942-43
Four-year students:		
Freshmen.....	330	344
Sophomores.....	303	244
Juniors.....	318	240
Seniors.....	263	230
Total.....	1,214	1,058
Special students.....	54	29
Two-year students:		
General farming.....	73	53
Dairy farming.....	49	44
General livestock farming.....	16	9
Poultry farming.....	17	10
Fruit-growing.....	7	4
Vegetable-growing.....	3	2
Marketing of fruits and vegetables.....	10	2
Commercial floriculture.....	8	4
Nursery landscape service.....	7	...
Total.....	190	128
Winter-course students:		
Agriculture (general).....	35	...
Dairy industry.....	9	...
Poultry husbandry.....	5	...
Total.....	49	...
Graduate students.....	367	276
Summer-session students.....	758	640
Total.....	2,632	2,131
Less number counted twice.....	92	97
	2,540	2,034

CARL E. LADD,
Dean of the New York State College of Agriculture.

APPENDIX XIII

REPORT OF THE NEW YORK STATE AGRICULTURAL
EXPERIMENT STATION AT GENEVA

To the President of the University:

SIR: I have the honor to submit to you the report of the New York State Agricultural Experiment Station for the academic year ended June 30, 1943.

Considerable public attention has been focused upon the importance of an adequate food supply as a vital factor in the total war in which the nation is engaged. This naturally has influenced the work of the Experiment Station. The staff has been called upon to marshal available knowledge and to seek new information to guide farmers and processors of food in their effort to meet increased demands in spite of handicaps due to shortage of help, machinery, and supplies. Decisions regarding changes in practices during the emergency had to be made promptly and frequently without complete experimental evidence. Fortunately, the progress on studies initiated immediately after the attack at Pearl Harbor, together with a background of basic knowledge accumulated through many years of research, was sufficient to afford practical suggestions for the wartime program.

It is gratifying to note that the public continues to place confidence in the findings and recommendations of the Station staff. This confidence has developed gradually over a period of several generations, primarily as a result of the policy of the Station to adhere closely to the ideals of scientific methods of research. These ideals must be kept clearly in view, even during wartime, if the work of the Station is to justify in the future the high regard it now enjoys. Many problems involving the reaction of biological material to fluctuating weather and soil conditions cannot be solved satisfactorily except by thorough and time-consuming research extending over a period of years. Opinion as to the probable response of living material—which at best is an estimate—cannot be allowed to take the place of actual experimental evidence if we are to make any real advance in the solution of agricultural problems. I am glad to record that even though the staff has concentrated its research on immediate problems concerned with the war effort, it has nevertheless found it possible to give some attention to the long-time projects of basic importance.

The several divisions report definite progress in the research problems in their fields. The following examples, selected at random, illustrate the nature of this progress and the immediate practical application of much of the Station's present research program.

Fertilizer placement tests with vegetables indicate that when the materials are applied in bands rather than broadcast and disked into the soil, approximately one-half the amount of fertilizer is required to produce the maximum yield. The benefit from the band application of the fertilizer is apparently due to the less rapid fixation of phosphorus by the manganese and aluminum in the soil.

Greenhouse and field tests with tomatoes showed that a "starter" solution made from 10 pounds of regular grade fertilizer dissolved in 50 gallons of water made an acceptable substitute for materials no longer available. These studies were initiated soon after it became evident that a fertilizer shortage would develop, and served as a guide for 1943 planting operations.

Careful reviews of the results of the fertilizer tests on fruits, which have been under way for many years, indicate that the reduced supply of nitrogenous materials could best be utilized by limiting the application to smaller areas around each tree, and that any nitrogenous fertilizer material is useful. Light cultivation of the sod orchards and straw mulch also proved effective in making more of the soil nitrogen available to the trees.

Conservation of critical materials used in fungicides and insecticides, such as copper, lead, arsenic, mercury, rotenone, pyrethrum, and other ingredients, has been sought through reduced dosages and by means of a number of new organic materials. Substitutes for some of the newer materials are now in demand. Notable

among these are "Arasan" and one or two other chemical seed protectants that may replace "Spergon", which is likely to be unavailable before the war is over.

Studies of the organisms associated with root-rot of peas reveal that five organisms are directly responsible for the disease, and that one of the five is by far the most important. All of the organisms are widely distributed in the pea-growing areas of the State and three of them were found in soils on which peas had never been grown so far as known. A long rotation, coupled with fertilization that maintains a high fertility level, has proved to be the best means of combating root-rot under conditions of commercial pea production.

Severe winterkilling of peach buds during the winter of 1942-43 focused attention on the need for hardier peach varieties for the State. Pollen from peach trees that survived the low temperatures was used on some of the better varieties growing in the Niagara peach belt, as a further step in the breeding of hardier peaches.

A new variety of red raspberry was introduced during the past year, and, was named "Milton." The chief attributes of Milton are its apparent resistance to mosaic, its hardiness, and its suitability for commercial use or for home planting. It is rated as superior to Taylor and Latham, and seems to be a good variety for freezing.

The performance of 39 yellow-sweet-corn hybrids over a period of five years terminating with the 1942 crop has been recorded to keep seedsmen and sweet-corn growers informed on developments in this rapidly expanding field of vegetable-breeding.

With the European corn borer assuming increasing importance as a pest of sweet corn, a substitute control in place of the rotenone sprays and dusts that are now unavailable for large-scale operations is attracting attention. The most promising substitute revealed by the 1942 tests is a fixed-nicotine preparation called Black Leaf 155 Concentrate. It can be used either as a spray or as a dust. Although somewhat less effective than rotenone, control is sufficient to merit recommendation during the emergency.

No satisfactory substitute for the mercurials used against the cabbage maggot was found in extensive tests in 1942; but almost as satisfactory control of the pest was obtained by reducing the dosage to about one-half that of the standard recommendation, and by giving special care to the timing and application of the treatment.

Enough time has now elapsed to demonstrate the effectiveness of the use of spores of the so-called "milky disease" of the grubs of the Japanese beetle as one means of combating this serious pest of horticultural crops. Test applications of the disease spores to the soil in heavily infested areas in Westchester County have been followed by marked reduction in the number of grubs. The persistence and spread of the "milky disease" infection throughout the area after initial inoculation indicates that the damage caused by the beetle may be checked.

Natural cheddar cheese has been successfully packaged under vacuum in such a manner that the curing process can continue without undue gas production. Limburger, Brie, Tilsiter, and Camembert cheeses were also packaged successfully, after a preliminary curing. The work with the latter types of cheeses was prompted largely by a shortage of foil and other packaging materials commonly used in the industry.

The effect of dehydration and of quick freezing on the nutritive value and palatability of a long list of varieties of vegetables grown in New York State has been determined. Marked varietal differences were found with respect to palatability. Little thiamin and carotene were lost during dehydration, but the carotene content slowly decreased during storage. Likewise, much of the vitamin-C content was lost during dehydration, and the remainder slowly disappeared during storage.

The packaging of dehydrated foods requires a durable, moisture-proof material that will not permit more than 1-per-cent increase in moisture content of the enclosed food when stored at 90° F. and 90-per-cent relative humidity over a period of 6 months. The packaging material must also be water-resistant and must be able to withstand a range of temperature from -20° to 120° F. Cooperative

studies are in progress with the Army, Navy, and lend-lease authorities in a search for materials that will withstand shipping and storage under extremes of temperatures and humidity. Of the many materials tested those of the laminated-sheet type offer the most promise.

Experimental installations of Pyrex glass tubing to replace metal piping in food and dairy plants are proving satisfactory from the standpoint of cleaning and sanitation. The installations include complete replacement of metal piping by glass, as well as combinations of glass and metal.

STATE APPROPRIATIONS

Appropriations made by the State Legislature for the year 1942-43 amounted to \$393,875. This sum includes \$5000 for special research on the European corn borer and the corn-ear worm, \$10,000 for research on fruit diversification and control of the oriental fruit moth, and \$5000 for intensive work on the development of new and improved uses of milk and dairy products. The appropriations for the new State fiscal year beginning April 1, 1943, totaled \$399,870. This includes an item for research on the control and eradication of the Japanese beetle amounting to \$7,500, and also a reappropriation of \$4400 for special repairs that could not be made in 1942-43. No special funds were appropriated to meet the "bonus" payments of 10 or 7½ per cent to those receiving a salary of less than \$2000 or of less than \$4000, respectively. The money required for this purpose will have to come from lapsed salaries and from reductions in the number of employees. This means, in effect, that the research work will be handicapped to a definite extent for the remainder of the present State fiscal year unless a deficiency appropriation is made available.

FEDERAL FUNDS, FELLOWSHIPS, INVESTIGATORSHIPS, AND GRANTS

The Station received the usual allotment of Federal funds: \$1500, Adams; \$1500, Hatch; \$9447.84 Bankhead-Jones; and \$6000, Purnell. In addition, a number of cooperative projects involving financial support from the research administration of the United States Department of Agriculture were also in force. Grants in aid, investigatorships, and fellowships supported by industrial concerns numbered 25, and amounted to \$32,890 during the year.

STAFF CHANGES

On August 31, 1942, Dr. P. J. Parrott retired as Director of the Experiment Station and was given the title of professor of entomology, emeritus. Dr. Parrott served the Station for forty years as professor of entomology, and since 1938 as Director. Dr. A. J. Heinicke assumed the duties of the directorship on September 1, 1942. The work of the Department of Pomology at the College of Agriculture at Ithaca and of the Division of Pomology at the Experiment Station at Geneva is also under his immediate supervision.

The Legislature provided for the transfer of Professor Arthur C. Dahlberg from the New York State Agricultural Experiment Station to the College of Agriculture at Ithaca, effective April 1, 1943.

William F. Walsh, assistant professor (chemistry), retired on September 30, 1942 because of disability. Other changes in the staff are given below:

Appointments:

Lawrence C. Bartlett, investigator (entomology), July 1, 1942; Wallace C. Lawrence, investigator (plant pathology), July 1, 1942; Karl Smiley, investigator (dairying), July 1, 1942; John J. McKelvey, investigator (entomology), July 1, 1942; John Einset, investigator (pomology), September 1, 1942; Raymond A. Russell, investigator (chemistry), October 16, 1942; Robert E. Thomas, investigator (bacteriology), January 1, 1943; John I. Shafer, assistant professor (vegetable crops), April 16, 1943; Talmadge Campbell, field assistant (entomology), May 1, 1943; Jeanne M. Smith, investigator (plant pathology), May 16, 1943.

Promotions and Changes in Title:

Ralph W. Dean, from investigator to assistant professor (entomology), July 1, 1942; Frank A. Lee, from investigator to assistant professor (chemistry), April 1, 1943.

Resignations:

Bernhard R. Nebel, assistant professor (pomology), July 31, 1942; Leroy Everson, investigator (seed investigations), August 15, 1942; Benjamin E. Clark, foreman (seed investigations), November 30, 1942; Thressa Campbell, investigator (bacteriology), December 31, 1942; Donald K. Tressler, professor (chemistry), January 31, 1943; Douglas E. Greenwood, investigator (entomology), April 30, 1943; Fred Tanner, Jr., investigator (chemistry) April 30, 1943; Walter D. Enzie, assistant professor (vegetable crops), April 15, 1943; Floyd E. Lovelace, investigator (dairying), May 15, 1943; Leslie O. Weaver, investigator (plant pathology), May 15, 1943; Thais A. Merrill, assistant professor (pomology), May 31, 1943.

Leave of Absence:

Otto A. Reinking, professor (plant pathology), from November 16, 1942, to January 15, 1943, and from May 16, 1943 to June 15, 1943, to evaluate the fungicidal program of Central American countries for the War Emergency Board.

Arthur C. Dahlberg, professor (dairying) from March 1, 1943, to June 30, 1943, to assist in making a survey of the dairy industries in Central American countries for the Office of the Counsellor of Inter-American Affairs of the State Department.

Military Service:

The following employees of the Station entered military service during the year: Stephen Valerio, Calyton Graham, Benjamin E. Clark, Victor E. Shipman, Sam Morocco, Grover Smith, Walter Davis.

INTEGRATION OF AGRICULTURAL RESEARCH AT ITHACA AND GENEVA

It is a fortunate circumstance that the Experiment Station at Geneva is an intimate part of the entire agricultural-research organization of the State under the administration of Cornell University. Because of the close administrative relationship, there is opportunity to integrate the work to provide the best possible use of the combined facilities available at Ithaca and at Geneva, and thus to avoid unnecessary and costly duplication of effort.

The decision to discontinue the dairy work at Geneva, in accordance with the wishes of the budget-making officials at Albany, has been made in the interests of the whole agricultural-research program of the State and follows the policy referred to above. The disruption of a long-established line of endeavor naturally raises perplexing administrative problems, but the necessary changes have been accomplished with a minimum of disturbance to the individuals especially concerned. The readjustments will make it possible to expand the work of the Station at Geneva along certain well-defined lines of research pertaining to the production and development of horticultural crops and the processing and utilization of fruit and vegetable products.

On January 1, 1943, the quarterly magazine *Farm Research*, first conceived as a means of keeping New York farmers informed on the progress of the work of the Experiment Station at Geneva, broadened its scope to include reports of the work at the Experiment Station at Ithaca as well. This move gives further evidence of the close integration of the agricultural-research program, and emphasizes the way in which the activities of the Stations at Geneva and Ithaca supplement one another.

CARL E. LADD,
Dean of the New York State College of Agriculture.

ARTHUR J. HEINICKE,
Director of the New York State Agricultural Experiment Station.

APPENDIX XIV

REPORT OF THE DEAN OF THE
NEW YORK STATE COLLEGE OF HOME ECONOMICS

To the President of the University:

SIR: I have the honor to present the report of the New York State College of Home Economics for the year 1942-43.

RESIDENT TEACHING

A Wartime Educational Policy

Early in the year the College began to give consideration to ways in which the undergraduate program could be adjusted so that students will be better prepared for maximum wartime service. It became increasingly clear that the educational objectives of the college—education for homemaking, preparation for a vocation, and general education—which determine the college curriculum are even more valid at the present than during ordinary times. The need for the services of women thoroughly educated in Home Economics is crucial. Training is needed increasingly for the meeting of difficult, new problems and adjustments that families and homes are having to make; and the need is urgent for training that can help keep homes stable and effective. Furthermore, there are shortages of trained women in many of the professions related to war needs and for which home economics prepares; demands cannot be met for teachers and extension workers, institution supervisors of food services, nutritionists, social workers, and child-care specialists. Nor does the college believe that general education which enables its students to take an intelligent and effective share in world-wide problems can be neglected. Therefore it seemed clear that the college should continue to give its best effort to the training of its students for positions of home and community responsibility and of leadership.

Nevertheless, the problem of immediate need for more home-economics-trained women must be met. How could sound education be reconciled with this need? By December, 1942, the College had determined on an accelerated program which was to include a 16-weeks summer term for the duration of the war. Thus, through continuous study an undergraduate student could obtain a B.S. degree in two and two-thirds years instead of in the usual four years. The advantages and disadvantages of such a program were carefully considered. On the one side, the country needed home-economics-trained women; also students were showing an increasing desire to hasten the time when they could make some positive contribution to the war program. On the other side were the difficulties of administering and operating a year-round program, budget problems, and the strain of a continuous program on staff and students. The regular six-weeks summer offerings for graduate students would have to be reduced, since the staff could not carry both that and an accelerated program at the same time. These factors were all discussed and weighed. On the whole they pointed toward the desirability of an accelerated program for the undergraduate students and a definite reduction of the usual summer school offerings to a few short refresher courses for graduate students.

Reorganization on this basis was found to be no small undertaking; plans for admission of an entering class every other term had to be worked out; adjustments to a continuous program had to be made by students, parents, and faculty; course offerings for home economics students by other colleges and departments in the University had to be provided; additional university services had to be requested; secondary schools over the State had to be notified of the change of program; the budget had to be adjusted.

From administration and faculty throughout the campus, and from parents and students, the college was given whole-hearted cooperation; the college staff and staff members in other colleges in the University are to give their services without salary or with minimum compensation. It was found that over 90 per

cent of the students planned to avail themselves of a third term; a small percentage are unable to do so for reasons of cost or of health. The first entering class in Home Economics on the accelerated basis will arrive on the campus on July 1.

Student Enrollment

Enrollment in the College for 1942-43	
Freshmen.....	146
Sophomores.....	140
Juniors.....	126
Seniors.....	110
	<hr/>
Special Students.....	522
	6
	<hr/>
	528
Graduate Students.....	50
Summer School students (this includes graduate students working in summer session and also all students enrolled in both the five and six weeks sessions).....	196
	<hr/>
	774
Less number counted twice.....	36
	<hr/>
	738
The enrollment of students in Hotel Administration was as follows:	
Freshmen.....	72
Sophomores.....	69
Juniors.....	61
Seniors.....	47
	<hr/>
	249
Special students.....	1
Summer School students.....	59
	<hr/>
	309

Reorganization of Guidance Personnel

In July 1942, the Counseling Service was reorganized by employing two Counselors on a 12-months basis and a graduate assistant, to replace the former group of four Counselors, one of whom had responsibility for the supervision of the Homemaking Apartments. The Secretary of the College and the Placement Secretary continued as members of the Counseling Staff; the supervision of the Homemaking Apartments became the responsibility of a person not on the Counseling Staff; and the clerical work attached to this responsibility was assigned outside the Counseling Office.

Each Counselor assumed responsibility for two classes instead of one as under the earlier organization. One retained major responsibility for the orientation program and the other for the research program. It was planned that during the school year both Counselors would carry on the normal work of the Counseling Service including the courses in general and vocational orientation, and that during the summer both would engage in research. A detailed, longtime research study of the admissions procedure was outlined at the time of the reorganization.

The graduate assistant, added to the staff in September, was to assist in the research program, to gather data regarding students for Counselors and staff, to make minor studies related to the work of the Counseling Service, and to assist in the Orientation courses and general office work when necessary.

Employed for this position was a student who wished to work toward an advanced degree and who had a major interest in personnel and guidance. The experiences of the first year are indicative of mutual benefits derived by both Counselors and assistant under this arrangement.

Orientation and Guidance

FRESHMAN WEEK

The pre-college orientation of entering students, carried on by a series of letters sent to them during the summer months, was followed again this year by a freshman orientation week. Changes in the program for Freshman Week were: the extension of the program to include that offered all students by the University in addition to that offered by this College; physical examinations for entering students; and the incorporation in the college program of certain tests.

TESTING PROGRAM

As part of the guidance program and of the research study of the admission procedure planned by the Counselors, during Freshman Week and the first semester, entering students were given the following tests: Ohio State University Psychological Examinations; The Cooperative Contemporary Affairs Test; Cooperative General Science Test; Cooperative General Mathematics Test; Cooperative English Test C; Reading Comprehension; Voice Recordings.

Results of these tests were used in counseling individual students; in organizing a small group of students who needed help in reading skills; and in supplying information to instructors.

ORIENTATION COURSES

The vocational orientation course offered during the second semester was discontinued for this year because of the difficulties of transportation during war time, and the heavy programs carried by visiting lecturers who cooperate in the course. An integral part of the course is the experiences students have in visiting leaders in different vocational fields and observing their work. Under present conditions this did not seem possible.

The general orientation course was offered during the first semester. Included in the course this year was material on methods of studying vocations and the kinds of vocations that graduates of the College of Home Economics enter. This information normally is given in the vocational orientation course. In addition, during the second semester, students were required to make a detailed study of one vocation and write a report on it.

VOCATIONAL LIBRARY

This year a collection of recent pamphlets and articles on vocations related to home economics was made available to students during the day in one of the Counseling Offices, to supplement materials found in the other libraries on the campus. The graduate assistant in the Counseling Service collected and classified the data and cared for the files. She also assumed some responsibility for assisting freshman students in the use of the materials for their reports.

Department of Economics of the Household and Household Management

Current interest in economic wartime problems related to family living opened many opportunities for the staff to help students expand their understanding of such problems. Also the sharpening of personal management problems because of the war brought added meaning to the course work for many students.

A new course, Household Processes, was offered during the spring term. The need for such a course had long been recognized by the instructors in the home-making apartments, as well as by the members of this department. During the past year, the increasing shortage of home equipment, the limitations on commercial services, the additional responsibilities of homemakers, and the lack of domestic help accentuated this need. Innumerable problems of organization arose in offering opportunity for students to develop understanding and skill in performing such tasks as laundering, cleaning, and dishwashing, in the laboratory and under varied home conditions, and to gain experience in using and caring for different types of equipment and supplies. Therefore, to offer this new course without an increase in staff, it was necessary to discontinue for the time being the course, Management in Relation to Household Equipment.

Fewer visits than usual were made by classes to homes this year, and no visits were made to farm homes, because of the shortage of rubber and gasoline for transportation. This was a serious handicap in the teaching of home management but under the circumstances adjustments were willingly made.

Because of changes in the financial situation of families owing to the war, special attention was given to problems arising from increases or decreases in money income, and to adjustments that families have made in their spending, saving, and investing. Students sensed some of the different effects on families through class discussions with the wife of a navy officer, with the wife of an insurance salesman, with the wife of a college instructor, and with a man employed by a farm cooperative.

In all courses students were helped to develop useful skills; in one course to the extent of scheduling an extra practice hour each week for each student to help with the arithmetic involved in the subject and to learn something of the operation of calculating machines.

Department of Family Life

The Family Life Department contributed to the war effort in the following ways: The staff as a whole:

Arranged for a staff member to assist in the refugee program of the United States Committee for the Care of European Children, accompanying from Portugal to this country a group of children from occupied countries; prepared an outline for an orientation course in child care for students in training for reconstruction work abroad; represented the college regularly on the State War Council Committee on Child Care, Development, and Protection; cooperated in the community by surveying the need for care for children of working mothers and developing plans for securing funds for meeting this need, and by planning with local agencies to develop the program; prepared materials and supervised a course in child care for leaders of the Senior Girl Scouts; prepared three booklets on "Taking Care of Young Children" for the use of Child Care Aides and made these available to student clubs under the State Home Economics Association, 4-H Clubs, and other groups of young people; took the initiative in organizing a local chapter of the State Association for Nursery Education; and supplied information to journalists for special features on child care, nursery education, and the training of young people to care for children.

The residence program was modified and extended in the following ways to meet wartime conditions:

Arrangements were made with the State Department of Education and the Red Cross for students to be certified as (a) Child Care Aides after completing course work in child guidance and participation in the nursery school; and (b) Home Nursing Aides after the course in home nursing.

The laboratories, both Nursery School and Home Nursing, were used to capacity to provide practice and certification for volunteer aides in these areas of service. The home nursing experience was open to all students in the university.

The Nursery School made adjustments as required by war conditions: The day was extended for two hours (8 a.m. to 4 p.m.); the food was modified to meet rationing requirements.

In the courses in Child Guidance students studied the gap between the needs of young children and the assistance provided for them by their communities, with the purpose of developing ability in students to evaluate what is being done and to assume some leadership in this local problem wherever they may live.

In the courses in Family Relationships and Marriage special attention was given to the effects of war upon marriage and family relationships, and personal counseling was increased. In the marriage course, a study was made of the ways in which war was changing or modifying the plans of twenty engaged couples.

Department of Foods and Nutrition

In its teaching program, more emphasis was placed on the use of food alternates to provide for good nutrition when the usual foods are scarce; on the use of

non-rationed foods; and on the conservation of nutritional values in preparing and preserving food at home.

Fifty students from other colleges on the campus, representing sixteen major fields of study, enrolled in the course Nutrition and Health. In the summer session a new course, Managing Food Expenditures, was taught cooperatively with the Department of Economics of the Household and Household Management. Students needing help on a community educational program in foods and nutrition were served through a new course, Educational Leadership in Foods and Nutrition, which was taught in the summer session in connection with the course Program Planning and Methods in Educational Leadership in Home Economics.

SPECIAL DIET TABLE

In October, a special diet table was started for students from any college on the campus who were referred to the member of the department in charge by the staff of the Clinic and Infirmary. This was a cooperative enterprise of the School of Nutrition, the Clinic and Infirmary, and the College of Home Economics. The space and much of the equipment for starting the special diet table for sixteen individuals was provided by the College of Home Economics. This year students with allergies, diabetes, ulcers, and with weight control problems were served with excellent results.

A nutritionist, who is a member of the staffs of the School of Nutrition and of the College of Home Economics, held office hours for three afternoons each week at the University Clinic. She was available for advice on the nutrition problems of any student referred to her by the medical staff. Eighty-seven students were advised, and there were 190 return visits. A good beginning has been made, and the opportunities for improving the nutrition and health of students through this service are unlimited.

Department of Household Art

A growing interest in art on the part of students as a release from the daily emphasis on war resulted in an expansion of courses in Color and Design. Courses in crafts increased in importance as more and more ready-made goods were withdrawn from manufacture.

In the past, much of the students' knowledge and experience in the area of house planning and furnishing was gained through working with families on actual problems in the community, but because of the curtailment of materials and transportation only a few of these projects were available during the year. The problems undertaken, however, challenged the imagination and ingenuity of both staff and students to work out satisfactory solutions under difficult circumstances.

Because of an increasing realization on the part of housing leaders of the importance of family requirements in the planning and furnishing of houses, the demand for home economists well trained in these aspects of housing is growing. To provide competent personnel for new openings in war housing projects now under way, and trained workers for the expected housing boom at the close of the war, the College of Home Economics is pioneering in the field of specialized training in housing for home economists; this department, in collaboration with other departments within the College and with other colleges in the University, is preparing to offer a new curriculum in housing from the standpoint of home economics.

Department of Institution Management

The past year has seen the continuation of an effort to adapt the undergraduate and graduate teaching program within the department to the present emergency. The war is giving impetus to the demand for adequately trained dietitians, new opportunities are opening, and more students are preparing themselves for this field of work. To the extent possible, courses were expanded to broaden the scope of training and to encompass current information related to problems of shortages and rationing and, at the same time, condensed to make acceleration

possible. Students may now complete their specialized preparation by the end of the junior year.

The accelerated program is causing major problems in a department in which the teaching staff must share responsibility for the operation of a large food service enterprise. It is not possible to separate supervision and teaching if the latter is to be realistic. Because most of the courses must be offered in each of the three semesters, there is little opportunity to lessen the teaching load except through the employment of additional assistants; and they are difficult to find.

REPORT OF THE CAFETERIA AND GREEN ROOM OPERATIONS, 1942-43

Problems of food and labor shortages, rationing, rising costs, and increased patronage made the operation of a food service enterprise increasingly difficult. It was not possible to maintain the usual standards for foods and service. The accelerated teaching program and the curtailment of other food service facilities on the campus will bring additional problems.

A comparison of patronage and income for 1941-42 and 1942-43 is as follows:

	1941-42	1942-43
Income.....	\$116,305.14	\$131,744.02
Total patrons served (exclusive of employees' meals).....	297,675	331,115

Department of Textiles and Clothing

The Department of Textiles and Clothing has for many years directed its emphasis toward beauty in the selection and construction of suitable clothes; economy in wardrobe planning; care of the wardrobe; buying practices that tend to result in satisfaction from garments and fabrics; and clothing and grooming practices that promote health. In general, the work is begun with the problems of the individual student and later is broadened to a consideration of family, group, and community clothing questions.

In the early spring of 1942, the staff of the department made a thorough study of the textiles and clothing curriculum to ascertain whether the long-time emphasis was satisfactory in the light of wartime conditions. Surprisingly few fundamental changes were necessary to meet the war emergency.

An interesting adaptation to the 1942-43 national situation was brought about to a large extent by the students themselves. Instructors felt that the students' transition from a peacetime attitude to that necessary in a nation at war was very slow. In a way this was true, but it must be remembered that from a selective standpoint there was little change in the fields of clothing and textiles in 1942: merchandise was plentiful; scarcity seemed only a word; many students were less pressed financially.

Early in 1943, however, home conditions and the textile market changed quickly, and the keeping of war production plants running smoothly in order to maintain our armed forces became the first duty of every citizen. Choices of fabrics and garments became more limited, and chances lessened of getting a particular garment in a particular size, or a fabric in a particular color or design. The first rationing of clothes was that for shoes on February 8, 1943.

Then it was that students began talking about the conservation and salvaging of garments and fabrics. The concrete evidence of this change in student attitude was their enthusiasm for learning how to care for what they had, and for the mending and remodeling of clothes to extend their usefulness. Many challenging renovation and design problems previously unknown to students who had always worked on new materials were presented.

The staff took advantage of this new enthusiasm to guide the thinking of the students concerning the common public attitude of buying as usual and the many different conservation values that now appeared, such as: Is this garment worth remaking? Would the final garment be worth the cost of the new material necessary to make an acceptable costume? Am I ingenious enough to remake an old garment into a satisfactory new garment or could my time be spent to better advantage? Can I mend this garment? Is it worth mending?

Other problems naturally arose such as the consumer's responsibility for understanding and accepting substitutes; the realization that at such a time as this it will be more difficult than usual to distinguish intentional fraud from necessary changes in quality; and the awareness of market trends.

Department of Hotel Administration

Because of the large percentage of men enrolled, the military requirements have had a pronounced effect on the Department of Hotel Administration. Enrollment normally around 300 opened at 245 in the October registration, dropped to 206 in February, to 169 in March when the Army Enlisted Reserve Corps was called out, and finally to 151 on May 20, when the juniors in the Advanced Reserve Officers Training Corps were called, just before Commencement. During the school year, a Quartermaster detachment was set up at Cornell in the Advanced Reserve Officers Training Corps, to which Hotel Administration supplied fifteen juniors, virtually all the physically fit not already enlisted in the other programs.

Although some adjustments were made in the teaching program to fit the smaller enrollment, the general plan has been, and will continue to be to provide a complete curriculum for those able to carry on at school.

Hotel alumni continue to play an important part in the war effort. The figures change daily, but on July 1, 288 graduates were in uniform, 234 as officers. Many of the alumni have seen active service. They were at Guadalcanal and at Attu, in North Africa and over Europe. A number have won distinction. Some have been casualties. Three have been lost in action.

RESEARCH

In time of war the importance of the type of research conducted in a college of home economics becomes easily apparent. Feeding a nation at war, both its armed forces and its civilian population, is one of the critical aspects of a successful termination of the conflict. Such research as that done on the use of protective foods, the use of substitutes for those items that are limited, the retention of nutritive values during cooking, the effect of quantity cookery procedures on the nutritive value of food, experimentation with new or little-used foods, and the correct methods of food preservation are direct and important contributions to the war effort. Similarly when household labor has diminished to the vanishing point, and when homemakers are being asked to contribute volunteer services in community enterprises connected with the war, the value of a study of household tasks in relation to the worker and the equipment is of paramount importance. When new household equipment is unprocureable, the care and use of such equipment as the homemaker has becomes a factor in the efficient functioning of a home. The conservation and preservation of textiles, fabrics, and clothing and the renovation of furniture are likewise important. Studies on the emotional stability of families upon whom the pressures of war are great become significant not only to the individuals themselves but to government and private social agencies as well.

The research which has been carried on in these areas is of the utmost value in meeting some of the critical problems produced by the war. In addition to the data immediately available, the research program must necessarily extend into the future in order to have sound bases upon which to contribute to the developments of the post-war period. An excellent example of this type of research is to be found in the two research projects: Home needs and preferences for frozen foods and equipment; and Nutritional and biochemical studies of processed food from raw material to the table.

A complete report of the research program of the College of Home Economics will be found in the annual report of the College to the Governor and the Legislature of the State but for purposes of illustration nine typical projects are here enumerated:

1. Losses of ascorbic acid, carotene, thiamin, riboflavin, and niacin during processing and during quantity cooking and holding of certain commercially dehydrated and canned vegetables. Faith Fenton and Assistants.

2. The vitamin C content of raw, fresh, frozen, and cooked samples of baby beef, lamb, and pork liver. Mary Francis Carlin, under the direction of Hazel M. Hauck.
3. The iron content of potatoes. Marion C. Pfund, Barbara Mai, and Mildred Kirkpatrick.
4. Studies on the influence of ascorbic acid and of citrates on the mineral retention of pre-school children. Milicent L. Hathaway and Assistants.
5. Experimentation with soy beans and dried brewers yeast to develop satisfactory quantity recipes that will yield palatable and nutritious products. Marion Neidert and the department staff.
6. Relative economy of various foods in an adequate diet in New York State. Mabel Rollins.
7. The performance during wear of women's and children's wool, silk, rayon, and cotton wearing apparel fabrics. Beulah Blackmore and the department staff.
8. The adjustment of children during the trip from Portugal to the United States. Elizabeth Olesen, under the direction of Ethel B. Waring.
9. New problems homemakers are meeting because of the war. Margaret Wylie and Ethel B. Waring.

EXTENSION PROGRAM

Senior Extension Service

The extension program with its inherent characteristic of flexibility was directed entirely toward helping families to meet pressing home problems that have developed from war conditions. Farm families engaged in food preservation were helped to appreciate the significance of their work and to increase food production in order both to improve the nutrition of their families and to release food for shipping to hungry or starving countries. The college extension staff taught 23,025 volunteer local leaders to direct parts of the program in order to spread the accumulating knowledge of homemaking to as many homes as possible. Since July 1942, in the extension program, increasing emphasis has been placed on food preservation. With the initiation of the Victory Garden campaign food preservation work was expanded greatly in both the 4-H Clubs and adult extension groups. Home demonstration agents and 4-H Club agents spent 1,673 days on the food preservation program; 7,608 volunteer leaders were trained to assist, and 223,102 families were helped with the canning, freezing, drying, and storing of food. In addition, through funds provided by the State War Council, twelve county leaders, trained by college specialists, were employed to work in 33 counties where 360 meetings were held with an attendance of 11,126 persons.

Other parts of the program dealt with the conservation of clothing, house furnishings, and equipment; the economical use of money; the care and health of children; and physical and mental fitness. Group discussions to help with an understanding of true democracy and to stimulate discussion of world organization to prevent future wars were encouraged, and to such programs the home bureaus gave unified and whole-hearted service.

As transportation problems grew more serious, local leaders and the College extension staff members resorted more and more to types of teaching that require less travel, such as the radio, the press, exhibits, publications, and correspondence. Through training schools at the College conducted by State Leaders and Extension Specialists, with help from the resident and research divisions of the College, county and city volunteers were kept up to date regarding war conditions and home economics. Accurate information was widely distributed through brief war bulletins and leaflets. Demands for these, particularly those relating to food preservation, far exceeded the editions possible on the regular printing funds.

Because of the tremendous need for additional printing funds and for additional workers in cities and unorganized counties throughout the state, the New York State War Council, at the request of the New York State Emergency Food Commission on May 21, 1943, appropriated \$100,000 for placing nutrition workers in the up-state larger cities and counties which lacked home bureaus. For New York City an appropriation of \$100,000 was made. This \$200,000 was in addition to the

\$52,910 previously voted for nutrition services. At the close of the fiscal year, 36 of these emergency workers had been recruited to teach nutrition and food preservation. Six training schools were held at the College for home demonstration agents, the emergency nutrition workers, Red Cross workers, teachers in public schools, state and county nutrition committees, and local leaders from the home bureaus of 42 counties and of Syracuse, Rochester, and Buffalo.

County appropriations for county and city Home Bureaus totaled \$202,927.25; membership contributions, \$42,166; community contributions, \$30,000; State appropriations, \$82,540; federal appropriations, \$143,142.60. The total of annual support, \$500,755.85, passed the half-million mark for the first time this year. When to this is added the \$252,910 emergency appropriation secured by the Food Commission, the total shows that the College is supervising work in the field costing \$753,665.85.

4-H Club Program

For years the price of membership in a 4-H Club has been the willingness of the individual to carry on an educational project in agriculture or in home economics. Enrollment has been limited to rural boys and girls from ten to twenty-one years of age. In order to serve the war effort effectively, the state 4-H Club staff decided to permit all rural youth to participate in the war program according to ability, regardless of age, giving consideration to boys and girls eight and nine years old and above twenty-one.

MAJOR EMPHASIS

The question, "Will it help to win the war?" was put before the county club agents responsible for supervision of 4-H Club projects and activities. The state 4-H Club staff in home economics tested established procedures and each proposed undertaking with the same question. As a result, the entire state program in home economics was directed toward helping rural young people to "serve, save, and sacrifice, for Victory." The program was simplified and all projects geared to the war effort.

WARTIME ADJUSTMENTS

It has been customary for specialists to devote a major part of their time to the training of volunteer club leaders on a county-wide basis, but to meet travel restrictions, training schools were conducted on a regional basis in many counties this year. This increased and modified the needs of the counties for specialist-services.

To help meet the demand for more help from the college specialists, a district 4-H club agent, especially well qualified in textiles and clothing, was made responsible for all of the clothing work in six counties under her supervision, and beginning in August 1943, a second district agent will do the clothing work in another six counties. The district agents are responsible to the specialists. This enables the two 4-H Club clothing specialists to divert more time to other counties, although it leaves each of them with a field territory of nineteen counties.

Another change was in the foods and nutrition work, for which two specialists have previously been responsible, in the 50 organized counties. This year one specialist had charge of the state-wide program with six part-time regional workers carrying a substantial part of the field load. The plan, experimental this year, is to be continued.

WAR JOBS

The state 4-H Club staff in home economics, with the help of several agents, devised six short projects suitable for younger club members, including the newly enrolled eight-and nine-year olds. These projects have already enlisted hundreds in the war effort, who have a choice of "war jobs" to do at home under the immediate supervision of their parents. The projects are called Mother's Helper, Housekeeper, Salvage and Trash Collector, Family Fire Warden, Kitchen Captain, and Clothing Corporal. They provide supervised activity for "lone" mem-

bers, as well as for those who live where they can join a 4-H Club. Several counties have organized the younger members into War Jobs Clubs with local leaders or older club members acting as supervisors.

Outlining the war-job projects for younger members is the most recent development in the state home economics program for 4-H Clubs. In addition, more printed materials were prepared for members and leaders, a set of conservation slides was made by one of the clothing specialists, and the counties were encouraged to send special news letters to local leaders in lieu of visits previously made by agents.

ENROLLMENT

Membership in the 4-H Clubs this year is the largest in the history of club work in New York State. The latest summary of 50 county reports indicates that on June 1 of this year, 62,404 rural young people were enrolled, an increase of 26,935, or 76 per cent, over the previous year's total of 35,469 members. The following table shows the enrollment on June 1 of this year and last:

	Number		Increase	
	1943	1942	Number	Per cent
Boys.....	31,469	17,004	14,465	85.1
Girls.....	30,935	18,465	12,470	67.5
Total.....	62,404	35,469	26,935	75.9

APPROPRIATIONS

A total state appropriation of \$192,935 was made for the year 1942-43. This amount involves a decrease from the previous year's budget in Personal Service to the amount of \$17,117; an increase of \$1,940 in items of Maintenance and Operation; and a Deficiency item of \$3,337 for Accessory Instruction. The appropriation therefore shows a total decrease of \$11,840.

The decrease of \$17,117 for the Personal Service item needs interpretation: with the creation of a separate deanship, certain salaries that had been jointly paid by the College of Agriculture and Home Economics were transferred to the College of Agriculture. These salaries amounted to \$20,157. Thus, although the final amount for Personal Service appears as a decrease in the appropriation, there was an actual increase of \$3,040 in the Personal Service item.

The federal appropriations for teaching, research, and extension for 1942-43 amounted to \$197,012.08, the same as those for 1941-42.

COOPERATION WITH OTHER STATE, FEDERAL, AND LOCAL AGENCIES

A college that derives the major portion of its support from the State has an obligation to other agencies of the state government by cooperating with them when called upon to assist or advise on programs or plans which they initiate, to lend members of the faculty whenever it is feasible to do so, and to work in close collaboration with those agencies to prevent the duplication or overlapping of services.

Many members of the staff contribute time, thought, and energy in working with federal and state agencies and departments, in conference with them, and in meetings of one sort and another. These calls upon the staff have been particularly pressing this year.

THE STAFF OF THE COLLEGE

Exclusive of the Department of Hotel Administration and the members of the administrative staff paid jointly by the College of Home Economics and the College of Agriculture, the College of Home Economics employed, during the year 1942-43, a total of 206 persons, some of them for part-time service.

In addition to the resident staff, the College employed a field staff of 42 county home demonstration agents, and 3 urban home demonstration agents, coopera-

tively with the United States Office of Cooperative Extension and the county home bureau organizations for extension service. Also, 4 urban assistant home demonstration agents and 12 county assistant home demonstration agents on federal appointments were employed cooperatively by the College and by the county organizations on county funds. Two urban agents and 6 agents-at-large were employed on War Council and federal funds assigned to the College for extension work.

During the year, the Department of Hotel Administration employed, exclusive of staff members paid jointly by the College of Home Economics and the College of Agriculture, a total of 40 persons.

Appointments made during the year were: Josephine Ball, research associate; Barbara Bond, research assistant; Lilla Cortright, assistant in counseling service; Bernice Crawford, assistant; Mrs. Ina Knotts Dillon, extension specialist; Elsie M. Frost, assistant professor; Mrs. Helen Hager Giffit, assistant; Mary Lou Griswold, assistant placement secretary; Mrs. Marguerite K. Harper, instructor; Alice Cecelia Hudson, instructor; Mrs. Mary Thompson Hurd, research assistant; Alice May Johnson, instructor; Kathleen A. Johnston, research assistant; Mrs. Mildred Kirkpatrick, laboratory assistant; Grace Krieger, assistant to the editor; Anne Louise Kuhn, extension instructor; Marie Lax, research assistant; Ruth Powers Little, instructor; Evelyn June Lorenzen, assistant; Mrs. Nancy Kritser Masterman, research associate; Gladys McKeever, assistant; Beula V. McKey, research assistant; Mrs. Esther Rutherford Metcalf, instructor; Ann Carolyn Moore, research assistant; Elizabeth Walcott Oleson, instructor; Margaret Phillips, research assistant; Ada Adams Renshaw, instructor; Mabel Rollins, assistant professor; Ethel H. Saxton, assistant; Frances Scudder, assistant state leader of home demonstration agents and extension assistant professor; Mrs. Eleanor Boyd Sisler, research assistant; Mrs. Helen Knott Staley, extension instructor; Eugene Undine, instructor; Mrs. Lucille Wright, librarian; Charlotte Young, instructor.

Changes in title and promotions during the year were: Sarah Gibson Blanding, from Director to Dean of the College; Mary Francis Henry, from Assistant Director to Assistant Dean of the College; Mrs. Margaret Johnson Florea, from graduate assistant to research assistant; Mary-Louise Garmon, from assistant to assistant manager of cafeteria; Eunice Heywood, from assistant state leader to extension assistant professor and assistant state leader of home demonstration agents; Mrs. Emma Dodson Nevin, from extension instructor to extension assistant professor; Mrs. Mary Roche Peabody, from instructor to assistant professor; Ruth Elizabeth Remsberg, from research assistant to extension instructor; Jessie Rhulman, from assistant professor to associate professor; Dorothy Deane Roberts, from instructor to assistant professor; Ruth Jean Scott, from assistant professor to associate professor; Esther Stocks, from instructor to assistant professor; Virginia True, from instructor to assistant professor; Mrs. Ethel Bushnell Waring, from professor to professor and acting head of department; Olive Woodruff, from instructor to assistant professor; Charlotte Young, from instructor to assistant professor.

Resignations during the year were: Mrs. Emily McLoon Allen, assistant, February 15, 1943; Josephine Ball, research associate, June 30, 1943; Lorna Barber, extension associate professor, June 30, 1943; Marjorie Beatty, assistant, March 31, 1943; Mrs. Helen M. Bissell, assistant to the librarian, June 30, 1943; Mildred May Boggs, instructor, July 25, 1942; Barbara Bond, part-time research assistant, June 15, 1943; Olga Brucher, associate professor, August 5, 1942; Agnes Carlin, part-time assistant, June 30, 1943; Mrs. Marie Folsom Clark, part-time research assistant, June 30, 1943; Lilla Cortright, part-time assistant, June 15, 1943; Bernice Crawford, part-time assistant, June 30, 1943; Mrs. Ina Knotts Dillon, extension specialist, May 31, 1943; Mark Entorf, extension associate professor, August 15, 1942; Mrs. Margaret Johnson Florea, part-time research assistant, January 31, 1943; Marie Fowler, professor and head of department, January 31, 1943; Mrs. Marguerite K. Harper, instructor, June 15, 1943; Gertrude Henry, extension specialist, January 31, 1943; Eunice Heywood, extension assistant professor of home economics and assistant state leader of home demon-

stration agents, April 30, 1943; Mrs. Mary Thompson Hurd, part-time research assistant, June 15, 1943; Mrs. Emma Brown Jones, research assistant, June 15, 1943; Mrs. Mildred Kirkpatrick, part-time laboratory assistant, June 30, 1943; Mrs. Barbara Morrell Mai, part-time research assistant, September 15, 1942; Mrs. Jessie Freeman MacDonald, extension instructor, June 30, 1943; Mrs. Jeanette Beyer McCay, extension assistant professor, June 30, 1943; Edith Cavell McComb, part-time assistant, June 30, 1943; Betty Sue McCready, part-time research assistant, January 31, 1943; Beula V. McKey, research assistant, June 15, 1943; Mrs. Esther Rutherford Metcalf, part-time instructor, June 30, 1943; Frieda Meyer, part-time research assistant, June 15, 1943; Cora Miller, part-time instructor, June 30, 1943; June Muriel Nickerson, part-time research assistant, January 31, 1943; Mrs. Dorothy Riddle, librarian, September 15, 1942; Ethel H. Saxton, part-time assistant, June 15, 1943; Mrs. Eleanor Boyd Sisler, part-time research assistant, June 30, 1943; Mrs. Julia Gleason Strahan, extension instructor, August 31, 1942; Mrs. Mary Little Thomas, instructor, February 28, 1943; Mrs. Anne Sweet Wells, building supervisor, June 30, 1943; Elinor Shaw Whelan, part-time research assistant, June 30, 1943; Alma Frances Elizabeth Wile, accountant, March 31, 1943; Mrs. Marjorie Olson Wilde, part-time research assistant, March 31, 1943.

Leave of absence was granted during the year to: Mrs. Jessie Austin Boys, first term (sabbatic); Grace Mildred Henderson, second term for study; Marion Pfund, second term (sabbatic); Mrs. Mary Little Thomas, first and second terms for study; Mrs. Ethel Waring, first term (sabbatic); Grace Dorothy Williams, part-time leave first and second terms for work with the Office of War Nutrition Services.

In closing this report I welcome the opportunity to express my deep appreciation for the sound advice and understanding I receive whenever I consult you on college matters, for the support and encouragement I count on when changes must be made, and for your broad vision of the place of a College of Home Economics within the framework of a great university and of its possibilities for service to the world at large.

SARAH GIBSON BLANDING,
Dean of the New York State College of Home Economics.

APPENDIX XV

REPORT OF THE DIRECTOR OF THE
SCHOOL OF EDUCATION

To the President of the University:

SIR: I have the honor to present the report of the Director of the School of Education for the year 1942-43.

ENROLLMENT

Three hundred twenty-four undergraduates were registered in one or more courses in Education or in Rural Education during the academic year. Of these, 112 were seniors; 127, juniors; 75, sophomores; 10, specials. Sixty-six were men and 258 were women. The State Colleges enrolled 271; the endowed colleges, 53. The total enrollments were 42 per cent less than in 1941-42.

Forty-six graduate students having either a major or a minor in Education were enrolled. Of these, 21 were candidates for the Doctorate; 24, for a Master's degree; and 1 was a special student. These graduate students represented fifteen states and two foreign countries.

WAR ACTIVITIES

Professors Anderson and Johnson have been working with the U. S. Office of Education and the Pre-Induction Training Branch of the U. S. Army for the purpose of developing pre-induction training programs, the former in social studies, the latter in science. Dr. Olney has spent the entire time since January as a supervisor of Rural War Production Training Courses in New York State. Professor Freeman served for several months in the early fall as educational consultant in the Bureau of Aeronautics in the Navy Department and made a survey of naval training schools. He also acted as a member of a special Naval Board to make recommendations on training methods. Professor Palmer has acted as a member of the War Program Committee of the American Wild-Life Society. Professor Stewart has cooperated in the preparation of materials for the Rural War Production Training Courses. Professor Thurston has arranged several conferences for teachers on food preservation. Professor Emerson has acted as secretary of the Consulting Committee of the U. S. Office of Education for the Study of Technical Education of Less Than College Grade, and as chairman of the working committee of this group. He has also served as consultant to the Air Service Commands at Paterson Field and Dayton, Ohio, dealing with training programs, the preparation of instructional material, and the like. He and his assistants have continued the work of the National Defense Curriculum Laboratory, initiated last year (See later statement). Professor Butterworth has acted as a member of the Commission on Rural Education During and After the War, appointed by the National Education Association, and is serving as chairman of a sub-committee to prepare the bulletin on this subject in 1945. Thus far, five members of the staff—Professors Bayne, Eldred, Hulse, Kruse, and Winsor—have taught or are teaching one or more war courses connected with the various military programs in operation on the campus. Other members of the staff will very possibly be brought into similar courses before the year is over.

During Farm and Home Week the Agricultural Education group developed a most effective exhibit of wartime activities. Twenty central schools exhibited the results of twenty types of wartime activities and the degree of participation in each. The staff in Nature Study gave demonstrations of outdoor living.

The Rural School Leaflet, under the direction of Professor Palmer, devoted two issues to war problems. The January, 1943, number dealt with the mystery and mastery of the air, while the number for March, 1943, described how wild plants may be used for food.

OTHER ACTIVITIES OF THE YEAR

The Bureau of Educational Service, under the direction of Dr. Eldred, reports that 311 placements were made. Of these, 70 were seniors; 33, graduate students in residence; 8, graduates in residence; 138, graduate students in the field; and 62, graduates in the field. Sixty-two of these placements were in colleges, universities, and normal schools; 14, in private schools; 172, in public schools; and 63, in other institutions. As is to be expected, the demand for teachers has far exceeded the supply.

Fourteen members of the staff gave 58 lectures to approximately 6700 persons.

The Seventeenth Annual Parent-Teacher Institute, under the direction of Professor Smith, was unusually successful in view of the difficulties of travel. There were 318 registered delegates, only 136 of whom had attended a previous Institute. Among the attendants were the following officers of local Parent-Teacher groups: 116 presidents, 30 vice-presidents, 13 secretaries, 7 treasurers, and 47 program chairmen. One national vice-president, 14 county directors, 23 state officers, and 23 district officers also were present. The theme of the Institute was "Facing Emergency Problems Which Demand Home and School Cooperation."

For the first time the regular curriculum for the preparation of public school counselors, hitherto available only during the summer session, was offered during the regular academic year. In connection with this, a Guidance Laboratory was established (See later statement).

THE SCHOOL OF EDUCATION AFTER THE WAR

Despite the complexities and uncertainties of the postwar period, we cannot escape responsibility for seeking to understand the educational problems that may develop and the obligations that will thereby be placed upon this unit of the University.

For some time a committee of the School of Education has been studying the modification in graduate offerings that would be desirable and has made some definite suggestions. More recently groups of the faculty have held informal discussions regarding those matters in which they have particular concern, and there is expectation that these conferences will continue until a comprehensive program can be formulated that will take into consideration the new problems and demands that appear likely to develop. It is hoped that action on some phases of this program can be taken in time for incorporation in the 1944-45 *Announcement*. The following statements attempt to summarize some thoughts that have been expressed on the major problems, and are presented here in the hope that many Cornellians interested in public education will make constructive suggestions regarding them.

In worth-while planning, imagination must be held within the bounds of common sense and realism. Three concepts seem to be useful as guides: (1) The educational program will probably continue to develop along lines that have characterized it in the recent past, modified, of course, by wartime innovations that have proven their value, and by postwar influences that, at present, cannot be measured. (2) The sensible procedure, therefore, is to see these problems of the future in the large, then to make modifications in our program as the effects of post-war factors become clear. (3) What we shall be able to achieve will be dependent not only upon the importance of the problems that arise, but upon the general economic situation that confronts us and the share of its national income the American people will wish to use for educational purposes. The writer is clear in his own mind that problems facing us will be more complex rather than less, requiring not only more education but education carried on more effectively.

Basic to a consideration of our postwar activities at Cornell is a realization that several University units have important interests in a program for preparing public school officers, especially the Colleges of Agriculture, Architecture, Arts and Sciences, Engineering, and Home Economics. With all of these, the School of Education has cordial relationships.

In making effective some of the opportunities here outlined, years of effort may be required; in many cases, however, a re-evaluation of present activities leading to a revision of objectives and a re-direction of effort should be sufficient, especially when supplemented by such additional funds as normally could have been expected in pre-war years.

Administrative Officers. Administrative leadership in American public education has evolved to a point where a person in this field is commonly recognized not only as a well-trained educational officer but often as the most competent social philosopher of his community. To prepare the officer for this enlarging responsibility as well as to increase his proficiency in dealing with those educational problems that grow out of the life of the community, the following proposals are under consideration: (1) the offering of an inter-departmental seminar by specialists in Sociology and Economics dealing with specific problems in these fields that have educational implications; (2) instruction that will enlarge the administrator's conception of the functions, organization, and curriculum programs of public schools to meet more adequately the new educational needs; (3) the offering of a course in the legal problems of school administrators; (4) provision for apprentice training in administration; (5) the appointment of one or more public school administrators of outstanding achievement as advisers and lecturers in the administrative program; (6) the establishment of a workshop, or practicum, where all types of materials useful in the preparation of an administrative officer,—reports, building plans, salary schedules, record forms, graphs, and so on—may be made directly available to students.

Workers in Adult Education. The most authentic figures showing normal increases in thirty or more recognized forms of adult education indicate that the enrollees for the combined movement nearly doubled in numbers from 1924 to 1938, with an annual increase of nearly 1,000,000 people, to make a total of more than 27,000,000 enrolled prior to Pearl Harbor. Such staggering numbers challenge the facilities and instructional staffs of our institutions, many of which are either unorganized for this purpose or poorly prepared to meet the challenge. If such growth takes place in periods of peace and under somewhat normal conditions, it seems rather obvious that there will be tremendous demands upon this, the most flexible and adjustable type of education, during periods demanding rapid adjustments and the rehabilitation of millions of industrial workers and ex-service men and women. It has been estimated that from fifteen to twenty millions of Americans will be in the process of economic and social adjustment in the postwar period. The School of Education should aid in these activities: Determining policies for the administration of adult education, as an integral part of the educational programs of secondary schools; establishing cooperative relationships with adult agencies (public and private), organizations and commissions; furnishing professional services for the organization and evaluation of adult programs, as adapted to given areas; selecting and training professional and lay leaders and counselors; testing, guiding, and placing out-of-school youth; furnishing specialists and special services for the rehabilitation and relocation of ex-service men and women and industrial workers; formulating and presenting special radio programs pertinent to the war effort, and relative to the role of education in national and international affairs; conducting and directing research in the field of adult education.

Leaders in Agricultural Education. In the further development of education for teachers, supervisors, principals, and other special leaders in agricultural education, two major problems should be noted. (1) New demands are being made by the schools upon institutions for education of teachers to prepare employees for a rapidly increasing number of separate jobs in farming and in farming occupations, and for an understanding of the educational and business relationships that exist therein. Three only of the special problems inherent in these advances are: (a) the development of new, comprehensive plans within the State, in which new types of schools and classes, such as special types of short courses, temporary classes for emergency purposes, and regular classes under larger administrative units, will be recognized definitely, and also services to special groups, on a part-time or short-time basis, such as instruction to out-

lying areas in poultry raising or vegetable gardening through special units; (b) an improved plan for the selection of students for entrance into specific training programs to meet these new employment needs; and (c) such organization within the professional program as these special problems imply and would affect. (2) A second problem in the advance of teacher-preparation service relates to the increasing need on the part of leaders for greater economic and vocational competency in agricultural pursuits and for a more fundamental understanding of the underlying factors involved in raising to higher levels the vocational competency of larger numbers of workers in agriculture. Problems of labor, finance, foreign trade, and the like, are typical of the features of this higher competency. These two major problems involve a comparably more expanded content in the related sciences and economics, a more thorough understanding of the human and agricultural resources in patronage areas, new insights into the purposes of agricultural programs expanded through agricultural schools and classes, and such other knowledge and understandings as the standards of living require in these days.

Counselors and other personnel workers. This field has received tremendous impetus from the war because of the necessity for conserving human resources and for utilizing them to the utmost. As a part of its personnel program, the School of Education in December, 1942, established a Guidance Laboratory to make more practical the courses offered, to provide psychological service for individuals and groups, and to promote research in the field. Although the war has necessarily delayed the realization of the last two objectives, the Laboratory has proved to be a valuable instructional aid to the guidance courses and to the Army Psychological Training Program. In addition to the offering of basic courses in this field, energy should be directed to the following: a better correlation of theory with practice through the utilization of local guidance and personnel agencies and through cooperation with schools, business, and industry for apprentice experiences; a testing and statistical service working with such allied fields as educational psychology and child development; increasing cooperation with such related fields as labor economics, sociology, and applied psychology; opportunity for advanced study and research in guidance and personnel administration. The war will undoubtedly make us more aware than ever of the problems in this field that demand extensive research and should give data that will be useful in attacking many of them. Here at Cornell the Anna Y. Reed Library in Guidance and Personnel Administration provides valuable supplementary materials to a graduate program.

Leaders in Elementary Education. New York recently took one of the most significant forward steps in teacher education in its history when all the normal schools were designated as teachers colleges and were authorized to confer degrees. As a result of this development, it is to be expected that a larger number of elementary school teachers will seek opportunities for advanced study. Many will wish to prepare themselves as master teachers; some will wish to become supervisors or principals of elementary schools; some will prefer to become subject specialists. Plans are under consideration for the offering of curricula that will enable these teachers to earn a Master's degree at the same time that they are satisfying their professional needs. A few, looking ahead to elementary education as a field of study in a college or university, should seek further advanced training.

Leaders in Home Economics Education. Two major questions have concerned the home economics group this year: (1) Can the University offer superior training at the graduate level to prepare experienced home economists for positions of leadership in this and other states, and (2) Can both graduate and undergraduate teachers be prepared to serve a larger proportion of the pupils in the schools through a general education program and also meet the new demands of the community for adult homemaking education?

A group representing the School of Education and the College of Home Economics has discussed the important positions in this State and elsewhere which will require persons of exceptional ability and training to act as supervisors, directors of home economics in schools and colleges, specialists in adult education,

teacher educators, and supervising teachers. The need for such a training center, both for New York State and for the country at large, is evident to anyone who has had occasion to study the dearth of leaders and of favorable places for graduate work.

Because of the need and of the number of graduate students who now come here for study, an extension and improvement of our facilities are required to meet the demand for leaders. These would include a greater number of offerings for graduate students in the College of Home Economics, joint seminars with various divisions of the School of Education as well as seminars and advanced courses in home economics education, field work for supervisors and other leaders, experimental teaching opportunities, and research.

Industrial Arts Workers. Our fifth year curriculum in this field, begun in the summer of 1935, should be continued to provide an opportunity in Upstate New York for teachers to secure advanced preparation for a permanent State certificate. Our experience before the war suggests that modifications need to be made in the present curriculum, but this cannot be done until there is a clarification of the objectives of this field in the school program. In order to achieve this, the State Education Department, the State Teachers Colleges at Oswego and Buffalo where undergraduate preparation is now offered, the Industrial Arts Association of the State, and the University may well cooperate.

Leaders in Industrial Education. One of the most confident opinions that can be expressed about education after the war is that industrial education will be of vastly greater importance than heretofore. Not only will there be large numbers of ex-service men who will seek re-training for the industrial demands of peace, but the increased demands in this field would seem to require a considerable increase in the number of schools of various types—trade schools, general vocational and technical schools of secondary grade, technical institutes, etc. The entire problem requires careful survey to determine the kinds of preparation that can be given at an institution like Cornell, but the following suggestions seem pertinent: (1) The National Defense Curriculum Laboratory probably should be continued. During the time this Laboratory has been in operation, twenty-one instructional monographs for use in the war-training program have been completed. These deal with such fields as ordnance inspection, aircraft manufacture inspection, farm machinery repair, and radio fundamentals. Similar service in time of peace would seem to be desirable. (2) A continuation of the existing flexible curriculum in technical education with such modifications as the war experience suggests. This program should possibly be extended to include students from the College of Engineering who decide that they would prefer teaching to engineering practice. (3) An extramural program for persons in nearby cities seeking either technical or professional training. (4) Some arrangement whereby persons with training in technical institutes or similar institutions may secure advanced standing at the University toward a Bachelor's degree.

Rural Education Leaders. Cornell does not and never has undertaken to prepare teachers for the rural elementary schools; it is largely lacking in the resources for doing so. It does offer opportunities, however, for the preparation of various types of educational leaders in the rural areas, such as specialists in agricultural education, extension workers, 4-H club specialists, supervisors of various subjects, principals of central and village schools, and rural education specialists for colleges and universities and for state education departments. Former graduates in rural and agricultural education are carrying on important work in many states and foreign countries. Changing conditions appear to warrant some revision in the special offerings for this group, but one type of future service should be given special recognition here. Cornell, with its departments of Agricultural Economics, Rural Education, and Rural Sociology, as well as its background of work in Agriculture, could well become a world center for studies relating to rural life. Even before Pearl Harbor, the Department of Rural Education authorized an Interdepartmental Seminar on Rural Reconstruction in Foreign Countries. In this seminar, planned as a first step toward possible later developments, twenty-five graduate students last year spent a profitable term

studying special problems in agricultural economics, nutrition, hygiene and preventive medicine, rural education, and rural sociology.

Secondary School Teachers. The five-year pre-service program for teachers of Art, English, Social Studies, Foreign Language, Mathematics, and Science will presumably be extended during the next few years to Agriculture and Home Economics. There is no reason why the teacher in either of these latter fields should be less well prepared than is the one in an academic field, but because of the importance of Cornell in supplying these teachers, it will be necessary to introduce the requirement gradually so as not to cut off entirely the supply for any one year. Despite the demands of the war, we shall have a small number of prospective teachers in the fifth year of the program next year. That program is going ahead very much as planned except that we shall be dependent more upon local schools for apprentice-teaching opportunities than original plans envisioned. Some preliminary consideration has been given to the offering of a curriculum for teachers of music, either as a part of our regular Five-Year Program or as a fifth year built upon an undergraduate program. The new state requirements in health education would suggest that a development in this field will soon be justified.

Service to Schools. Activities of this type that have been in operation for some time should be greatly extended not only because of the assistance our specialists can give the schools but because of the more realistic understandings of professional problems that would result. Among the campus activities are: conferences (illustrated by the Cornell Parent-Teacher Institute); short-term schools of instruction in any field (similar to our unit courses for supervisors of Home Economics); and exhibits (e.g., that given during the 1943 Farm and Home Week on war activities of schools and on outdoor living). Off-campus services are: courses (available for several years through the division of Extramural courses); school surveys, both general and special; consultative and leadership activities on the curriculum, measurement and evaluation, salary schedules, building plans, adult education—and the like. It should be possible through a revolving fund to make services like these largely self-supporting.

Research must, of course, have a large place. More significant results will be achieved as funds can be found for the financing of larger projects over longer periods of time. One source for such funds should be the Education Tuition Income Fund that is being built up slowly from tuition paid by graduate majors in Education. When enrollments on the graduate level become normal, especially with the Five-Year Program in operation, it should be possible to finance reasonable projects not only in research but in some of the other activities outlined above.

In addition, the School of Education is obligated to contribute to various University problems of a general nature. For example, it should be our responsibility to organize, as requested, units of instruction—formal or informal—for members of the University faculty seeking to improve themselves as teachers. Our staff should also be ready to assist any University unit in making research studies as the basis for the determination of educational policy.

JULIAN E. BUTTERWORTH,
Director of the School of Education.

APPENDIX XVI

REPORT OF THE DIRECTOR OF THE
SCHOOL OF NUTRITION

To the President of the University:

SIR: I have the honor to present the report of the School of Nutrition for the year 1942-43.

FACULTY

The following appointments and changes have been made in the faculty of the School of Nutrition since July 1, 1942: Dr. B. L. Herrington, Professor of Dairy Chemistry, was added to the faculty by dual appointment; Dr. W. A. Gortner was appointed Assistant Professor of Biochemistry; Drs. L. L. Barnes and J. K. Loosli were promoted from Assistant Professors to Associate Professors; Dr. Charlotte M. Young was promoted from an Instructor to Assistant Professor; Professor P. F. Sharp was granted leave of absence beginning September 1, 1942 to undertake research work with the Golden State Milk Company on milk products of special importance to the war effort; Dr. D. K. Tressler resigned to accept a position with the General Electric Company; Dr. J. A. Saxton, jr., resigned to accept a position with the School of Medicine of Washington University; Christine Heller, on temporary appointment as Instructor, returned to her position as Director of Nutrition of the State of New Mexico Department of Public Health.

STUDENTS

During the year, 32 graduate students majored in nutrition under the direction of members of the School faculty. Of these, 13 were registered for the M. S. degree in nutrition and 19 for the Ph.D. degree. Several of these are being trained for service as Food and Nutrition officers in the Sanitary Corps of the United States Army.

Approximately 25 undergraduate students indicated their interest in nutrition as a field of study and undertook pre-nutrition work in the University in preparation for entering the School of Nutrition at the beginning of the fourth year of undergraduate work. Nineteen of these students were registered in the College of Agriculture, one in the College of Arts and Sciences, and the remainder in the College of Home Economics. During the spring term most of the men students obtained leaves of absence and entered military service.

GRANTS

The following grants have been received by the School of Nutrition during the fiscal year 1942-43:

\$3,500 from the Nutrition Foundation, Inc., for studies on the nutrients of cows' milk under known dietary conditions and at different stages of lactation. This grant is under the direction of Professors B. L. Herrington and L. A. Maynard. Dr. John M. Lawrence has been appointed as Research Associate to carry on this study.

\$3,500 from the Nutrition Foundation, Inc., for a study of the nutritive value of dehydrated vegetables, under the direction of Professors L. A. Maynard and W. A. Gortner. Dr. Walter L. Nelson has been appointed Research Associate for this investigation.

\$59,500 from the Consolidated Edison Company of New York, Inc., for studies on nutritional needs in human health and disease, and on the processing and distribution of protective foods for the improvement of nutrition and health. The studies carried out under this fund are supervised by a University Committee on Research in Food Processing and Storage appointed by President Day and consisting of the following members: L. A. Maynard, Director of the School of Nutrition, *Chairman*; Sarah G. Blanding, Dean of the College of Home Economics;

C. E. F. Guterman, Director of Agricultural Experiment Station; A. J. Heinicke, Director, New York State Agricultural Experiment Station, Geneva; F. H. Rhodes, Director of the School of Chemical Engineering.

RESEARCH WORK

A study of the riboflavin content of milk and milk products has been conducted this year with funds provided by the Swift and Company Fellowship. It is expected that this work will be completed within the near future and the results compiled into a report for publication.

Under the Edward A. Filene Grant on consumer standards, a study was made of the nutritive values of canned tomatoes and tomato juice, and of the losses in vitamin content of these products during various stages of the processing and storage. Another study has been concerned with the nutrients in breads purchased on the open market. Research has been directed toward the improvement of the nutritive value of bread. In cooperation with the Grange League Federation, Inc., an open-formula bread, which will furnish a far more adequate diet than the present enriched breads, has been devised and is now being offered to the public. Studies are being continued on the further improvement of this bread and on the adequate labelling of the product with respect to its contribution toward the daily adult requirements of the various nutrients.

Research has been carried out under the Pineapple Producers' Investigatorship on the nutritive value of pineapples as a supplement to the "average American diet," and has included studies designed to ascertain whether pineapples contain unrecognized nutritive essentials.

In cooperation with the New York State War Council, surveys and studies on the nutritive values and new food uses of yeast, wheat germ, and soybean products have been conducted. Techniques for large-scale sprouting of soybeans were devised. The sprouted beans, which can serve as a wartime supplement for vitamin C, protein and fat, are now being marketed by interested retail food merchants.

Research under the Consolidated Edison Fund

A staff of fifteen people, representing the School of Nutrition in five divisions of the University, is currently employed under the Consolidated Edison Nutrition Research Grant. At the University Clinic a combined clinical and dietary survey of the nutritional status of groups of women students, eating under different conditions, is in progress. One group includes students on the University dormitory diet, another group on a sorority house diet, and a third group who are eating at restaurants. The clinical studies include measures of vitamin A and riboflavin status to provide data for comparison with those obtained by a survey of the diets and thus with the estimated nutrient intakes of the same individuals. A study has also been made, by means of the adaptometer, of the vitamin A status of members of the Red Cross Motor Corps. Another survey is concerned with vitamin A and vitamin C depletion of students experiencing more than three days' illness with fever. A nutrition counselling service has been established at the Clinic. The nutritionist is available in the Clinic by appointment three afternoons a week for consultation with students. These consultations have revealed a large and fertile field for work in nutrition education and personal nutritional problems.

A Special Diet Table for students who need such a service has been established in the College of Home Economics. This has long been desired as an additional medical and nutrition service at Cornell. Students are referred by members of the medical staff of the Clinic. There is at present a considerable waiting list of students to be cared for when the present ones have satisfactorily been dismissed. The majority of the students have shown a gratifying response to the Special Diet Table treatment.

In the College of Home Economics an extensive survey has been made of home needs and preferences for frozen foods and for home freezing equipment. The general objective of this study has been to find out from present owners of home freezers the problems being encountered in their use, as related to design, operation, food handling, etc., and thus to learn the limitations of present equipment

and procedures and to furnish the facts needed to guide allied projects on the freezing preservation of foods. Another project in the College concerns the preparation of palatable meat products containing vegetable protein or cereals as extender materials, as a means of conserving the nation's meat supply without impairing the nutritional status during this war period.

Studies are being carried out in the School of Chemical Engineering in which the objective is the ultimate development of a home freezer and storage cabinet that will meet the varied demands of convenience, engineering efficiency, and price. Six typical commercial farm and home freezer-storage units which were loaned by the manufacturers have been intalled in Olin Hall and have been subjected to certain tests to determine their mechanical efficiency and other characteristics.

At the New York State Agricultural Experiment Station at Geneva projects on home freezing techniques are under way. One study concerns varieties of vegetables and fruits suitable for freezing in the home. Another is devoted to research on changes in physical appearance and nutritive value introduced by various conditions of blanching prior to the home freezing of the vegetable.

Biochemical work in the School under the Consolidated Edison Grant is centered in the processing and preservation of meat. One such project involves the study of the effect of incorporating vegetable protein or cereal products with meats upon the nutritive value and keeping qualities of the product when processed by freezing, canning, and dehydration.

In May of this year a one-day conference on home freezing preservation was held at the University. A selected group of industrial representatives interested in various aspects of this broad problem attended the meetings, at which time the various researches referred to above were discussed.

In June an extension bulletin entitled "The Home Freezing of Farm Products," representing the first report on the series of studies sponsored by the Consolidated Edison Company, was issued. Mrs. Nancy K. Masterman, Research Associate in the School of Nutrition, and Dr. F. A. Lee, Assistant Professor of Chemistry at the Experiment Station in Geneva, collaborated in the writing of this publication.

CONTRIBUTIONS TO THE WAR EFFORT

Many members of the faculty have been assisting in various war activities. Professor Heuser served as chairman of a subcommittee of the Committee on Animal Nutrition of the National Research Council which prepared a report entitled "Suggestions for Meeting the Poultry Feed Situation During 1943."

Professor Savage served as chairman of a subcommittee of the Committee on Animal Nutrition which prepared a report entitled "War Emergency Foods for Raising Calves and Heifers." Professors Morrison, Norris, and Savage have served in a consultative capacity with the Feed Industry Council. These members of the faculty are also serving as members of the Subcommittee on Animal Nutrition of the New York State Emergency Food Commission. Professor Norris is serving as a member of the Committee on Animal Nutrition of the National Research Council and of its subcommittee which is preparing a special report on the nutritive requirements of chickens.

Professor McCay is serving on the Committee on Fats of the National Research Council. He is also acting as chairman of two University committees on problems relating to the war.

Professor Asdell has made a survey of the requirements of the people and livestock of New York State for the various nutritive essentials and of the amounts produced within the State in order to determine the quantities which must be imported.

Professor Maynard is serving as vice-chairman of the Division of Biology and Agriculture of the National Research Council, as chairman of its Committee on Animal Nutrition, and as a member of its Food and Nutrition Board. He is also serving on the New York State Emergency Food Commission recently appointed by Governor Dewey, in charge of its nutrition program.

Dr. W. H. Chambers, formerly of the School faculty, is serving as a Major in the Food and Nutrition Section of the Sanitary Corps of the U. S. Army. A

number of former graduate students who majored in nutrition at this institution are also serving as Food and Nutrition Officers in the Sanitary Corps. These include: Captains G. F. Combs, H. J. Davis, A. T. Ringrose, Leroy Voris, and H. S. Wilgus, jr.; and Lieutenants M. J. Babcock, R. M. Forbes, Victor Heiman, Paul E. Johnson, Robert W. Melampy, and R. A. Sullivan. Several other graduate students majoring in nutrition are expected to enter this service within the near future.

MISCELLANEOUS

More office space for the School has been made available in Fernow Hall. These offices are also being used as the center of the nutrition activities of the New York State Emergency Food Commission.

The most critical need of the School is for additional housing space to provide for its expanding program.

L. A. MAYNARD,
Director of the School of Nutrition.

APPENDIX XVII

REPORT OF THE DIRECTOR OF THE SUMMER SESSION

To the President of the University:

SIR: I have the honor to submit on behalf of the Administrative Board of the Summer Session the following report for the Sessions of 1942.

The following appointments to the Administrative Board of the Summer Session have been made:

Professor Howard R. Anderson, to succeed Professor W. W. Flexner, for the term November 1, 1942, to November 1, 1946.

Professor James Hutton, to succeed Professor H. B. Meek, for the term November 1, 1942, to November 1, 1946.

Because of various uncertainties, all publications were issued later than usual. A preliminary Announcement was published in March, 1942, and 21,000 copies were distributed. The complete Announcement of 80 pages was issued about May 1, and 12,000 copies were distributed. In addition to these, the following special publications were issued:

Announcement of the First Five-week Summer Session.

Announcement of the Field Course in Geology.

Schedule of Classes.

At a meeting on December 19, 1941, the Administrative Board began the extensive revision of Summer Session plans required by war conditions. To provide continuous instruction for undergraduates during the summer and at the same time to permit registration for shorter periods, the Board recommended to the appropriate committees of the University faculty the adoption of a summer calendar of three periods of five, six, and five weeks. On January 6 the University faculty adopted this calendar and also authorized the offering of courses in suitable combinations of these periods. Courses were accordingly organized during the summer of 1942 in four Summer Sessions as follows:

First Five-week Session, May 25-June 27.

Six-week Session, June 29-August 8.

Eleven-week Session, June 29-September 12.

Second Five-week Session, August 10-September 12.

A few courses in chemistry, physics, and military science and tactics were offered in a Fifteen-week Summer Term which began on June 1 and ended on September

12. Courses in the Six-week Session were scheduled for five meetings a week as usual, but classes in the Five-week Session, met six times a week. In the Eleven-week Session most courses were scheduled for four meetings a week and offered three semester hours of credit.

The action of the University Faculty on January 6, 1942, specified that the administration of academic work for the summer of 1942 should be "in charge of the Director and the Board of the Summer Session acting in cooperation with the offices of those colleges whose staff and whose resources are to be used; provided, that any college which may establish full semester curricula during the summer (as in the College of Law at present) shall be responsible for the organization and administration of those curricula as in the regular year. Any work given during the summer intended to achieve the same purpose as that of a regular University term shall be subject to the control of the University and College faculties as in the case of any other University term."

On this authorization the College of Arts and Sciences and the State Colleges of Agriculture and Home Economics offered their summer programs of instruction under the management of the Summer Session Board. The other Colleges and the Law School organized and operated their programs in summer terms of fifteen or twelve weeks.

In February questionnaires were distributed to Cornell undergraduates to determine how many undergraduates planned to attend during the summer, and lists of courses for undergraduates were drawn up largely on the basis of these returns. In the First Five-week Session which opened on Commencement day, May 25, courses primarily for students already in residence were offered, but a few students from other colleges were admitted. In the Six-week Session, which opened on June 29, the usual series of courses for teachers, school administrators, and graduate and undergraduate students was provided. Courses in the Eleven-week Session were primarily for undergraduates and some freshmen were admitted to begin their work in this Session. Courses in the Second Five-week Session were primarily for graduates and advanced undergraduates; a few undergraduates from other colleges were admitted.

NUMBER OF COURSES OFFERED

First Five-week Session.....	37
Six-week Session.....	240
Eleven-week Session.....	40
Second Five-week Session.....	15
Fifteen-week Term.....	13

A Workshop on Latin America, the British Commonwealth of Nations, and the Far East, supported by a grant from the Rockefeller Foundation, was organized and offered courses in these subjects as part of the Summer Session. The Board cooperated with Professor Ernest J. Simmons in announcing two intensive courses in Russian, which were offered under the sponsorship of the American Council of Learned Societies, but registrants in these courses are not included in the following data of Summer Session enrollment.

The plan of admissions introduced in 1941 was continued. The requirements for admission of undergraduates in other institutions were modified to require the submission of a program of studies approved for credit by an officer of the institution in which they are candidates for a degree, and the requirement of a transcript of record was discontinued. This change materially simplified the procedure of admission of this group of applicants and gave a very satisfactory selection. The admissions committee consisted of Professor M. L. Hulse, of the School of Education, and the Director. Applications for admission to special groups of courses were referred to the persons in charge of those courses, as follows:

Admissions officers

Geology Field School	Professor C. M. Nevin
School of Hotel Administration	Professor H. B. Meek
Workshop on Latin America	Professor Howard R. Anderson

SUMMER SESSION

XCV

Registration for the First Five-week Session was held during the three weeks preceding the opening of the Session on May 25. Students in the Six-week and Eleven-week Sessions registered on June 29 and instruction began on June 30. Registration for the Second Five-week Session was carried on during the week preceding the opening of the Session on August 10. Data on attendance are given below. All Summer Session work was concluded on September 12.

ATTENDANCE

	1941	1942, all sessions
Men	808	962
Women	853	769
	<u>1661</u>	<u>1731</u>

ATTENDANCE BY SESSIONS

First Five-week Session	426
Six-week Session	1113
Eleven-week Session	540
Second Five-week Session	212
	<u>2291</u>
Less double registrants	560
Total	1731

ATTENDANCE BY SCHOOLS

	1941	1942
University Summer School	938	1353
State Summer School of Agriculture	657	534
State Summer School of Home Economics	196	199
Summer School of Hotel Administration	120	91
	<u>1911</u>	<u>2177</u>
Less double registrants	250	446
Total	1661	1731

ATTENDANCE OF UNDERGRADUATES

	1939	1940	1941	1942
Cornell	318	390	381	816
Other institutions	282	294	249	215

CLASSIFICATION OF TEACHERS IN ATTENDANCE

	1941	1942
Colleges and Universities	74	36
Junior and Senior High Schools	392	181
Principals, Superintendents, Supervisors	58	25
Grade Schools	92	43
Others (Normal Schools, Junior Colleges, etc.)	34	65
	<u>650</u>	<u>350</u>

CLASSIFICATION OF STUDENTS BY GEOGRAPHICAL DISTRIBUTION

	1941	1942
New England.....	146	137
Middle Atlantic States, excluding New York.....	323	300
New York.....	929	1003
South.....	85	80
South West.....	18	12
Rocky Mountain States.....	6	3
Middle West.....	134	147
Pacific Coast.....	17	13
Foreign Countries and Canada.....	42	35

The effectiveness of the Summer Sessions of 1942 in enabling Cornell upper-classmen to accelerate their work and thus to achieve earlier graduation is shown by the number of bachelor's degrees granted by three of the colleges in September, 1942, and February, 1943.

BACHELOR'S DEGREES GRANTED

	Sept., 1941	Sept., 1942	Feb., 1942	Feb., 1943
Arts and Sciences.....	20	42	39	95
Agriculture.....	9	21	26	25
Home Economics.....	1	18	12	29

LOREN C. PETRY,
Director of the Summer Session.

APPENDIX XVIII

REPORT OF THE DIRECTOR OF EXTRAMURAL COURSES

To the President of the University:

SIR: I have the honor to submit a report of the Extramural Courses for the year 1942-43.

Extramural Courses have been offered in only one center during the past academic year. This work was offered in the field of Nutrition in the City of Binghamton primarily for the benefit of special teachers and supervisors of health in the public schools in that area. The group was sufficiently large to support the enterprise financially without cost to the University.

Numerous school administrators have expressed an interest in the opportunities which are now available to members of their faculties through Extramural Courses, but the tremendous pressure upon public school teachers, principals, and supervisors brought on by the war emergency has compelled them to forego the taking of such courses at this time. The present shortage of teachers is so pronounced that any teacher with legal certification is under no external urge to take special courses for the sake of retaining or securing a position. On the other hand, large numbers of teachers holding important positions would avail themselves of such opportunities were not their energies and resources so fully taken by the war effort. If and when any considerable number of teachers or prospective teachers are discharged from the armed or other government services it is possible that the demand for Extramural Courses will increase. This movement has already begun, a few teachers having been discharged from the armed service, and they are now returning to teaching positions in the public schools for the coming year.

It should be noted that the legislation governing Extramural Courses at Cornell is very conservative in practically every respect. In the light of present trends and probable changes in educational programs in the near future some liberalizing of the provisions would appear to be desirable.

The foregoing comments deal with Extramural Courses in relation to the public schools. There are at present numerous large offerings being made by other units in the University which operate under the legislation providing for Extramural Courses. These developments have been particularly fortunate in the light of the emergency. It seems probable, however, that as readjustments are made after the cessation of hostilities that the whole program might be reviewed with a concern for its most effective functioning in peacetime.

It is possible that the number of requests for Extramural Courses will be increased during the coming year as the public school systems make further adjustments to wartime patterns. Requests to this end have already been received but any considerable development before the war ends does not appear probable.

CLYDE B. MOORE,
Director of Extramural Courses.

APPENDIX XIX

REPORT OF THE DIRECTOR OF MILITARY TRAINING

To the President of Cornell University:

SIR: I have the honor to submit the report of the Department of Military Science and Tactics for the academic year 1942-43.

GENERAL

This report represents the first full year in which this department has functioned under war conditions of the existing War. Its operation has been characterized by intensified instruction and stimulated student interest.

The department consists of four units of the Reserve Officers Training Corps: Field Artillery, Signal Corps, Ordnance, and Quartermaster. Basic courses are given in Field Artillery for preparation for advanced Field Artillery, Ordnance, and Quartermaster. The Signal Corps Basic courses serve to prepare students for the Signal Corps Advanced course. Basic courses are required, whereas Advanced courses are elective.

SUMMER COURSE

During the summer term of 1942, this department afforded students courses to enable them to pursue the Basic or to keep up their advanced training in coordination with accelerated academic programs. The following table indicates the enrollment for the summer term.

SUMMER TERM 1942

	Basic		Opening Advanced		Total
	1st Year	2nd Year	1st Year	2nd Year	
Field Artillery.....	115	152	20	17	304
Signal Corps.....	—	40	7	2	49
Ordnance.....	—	—	8	7	15
Total.....	115	192	35	26	368

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	<i>Basic</i>		<i>Closing Advanced</i>		<i>Total</i>
	<i>1st Year</i>	<i>2nd Year</i>	<i>1st Year</i>	<i>2nd Year</i>	
Field Artillery.....	111	136	20	17	284
Signal Corps.....	—	31	6	2	39
Ordnance.....	—	—	8	7	15
Total.....	111	167	34	26	338

BASIC COURSES

The Basic courses are arranged to follow the university system of instruction by affording the enrollees two hours of classroom instruction and one hour of practical or laboratory. Academic credit of one hour a term is authorized to students successfully pursuing the course.

The Basic Course has two fundamental objectives: physical development and military training. Physical development is primarily confined to promoting correct carriage and perfecting muscular coordination. Military training has the following objectives: appreciation of duties of citizenship, a knowledge of and respect for discipline, the development of potential abilities of "leadership and command" so that the student will become prospective noncommissioned officer material and will possess the basic knowledge of the duties of a noncommissioned officer of the arm or service in which he is trained. The theoretical and practical subjects of the Basic courses involve not only specialized drills of the arm or service, but also include subjects which will add to the student's general education, such as: Motors, Radio, telephone, instruments, and survey.

ADVANCED COURSES

The Advanced courses are elective to students who have been selected for outstanding potential qualities of "leadership and command" while taking the Basic course, and are offered only to students whose intelligence insures that they will develop into efficient officer material. The number is limited by War Department quotas. The training in the Advanced courses is divided into two distinct divisions: (1) theoretical, which involves study and recitations in the classroom, and (2) practical military work which involves exercises which will develop leadership and will promote a sound foundation for command duty after the student is commissioned. The theoretical is illustrated by the subjects: Advanced Gunnery, Military History, Tactics, and Military Law. The practical is illustrated by the training by the Advanced student of Freshmen Basics, under the direction of the Regular Army instructor, the use of terrain board firing, and the operation of a Fire Direction Center.

Enrollment, Fall 1942-Spring 1943, is indicated by the following:

	<i>Basic</i>		<i>Beginning Advanced</i>		<i>Total</i>
	<i>1st Year</i>	<i>2nd Year</i>	<i>1st Year</i>	<i>2nd Year</i>	
Field Artillery.....	1144	851	147	131	2273
Ordnance.....	—	—	69	29	98
Signal Corps.....	122	97	28	9	256
Quartermaster.....	—	—	50	—	50
Band.....	37	33	—	—	70
Total.....	1303	981	294	169	2747

	<i>Basic</i>		<i>Closing Advanced</i>		<i>Total</i>
	<i>1st Year</i>	<i>2nd Year</i>	<i>1st Year</i>	<i>2nd Year</i>	
Field Artillery.....	491	269	111	114	985
Ordnance.....	—	—	57	32	89
Signal Corps.....	61	32	25	10	128
Quartermaster.....	—	—	48	—	48
Band.....	23	22	—	—	45
Total.....	575	323	241	156	1295

The marked reduction in enrollment between the beginning and the end of the year is occasioned by the large number of Cornell ROTC students who reported for active duty in the armed forces of our country, and is discussed in a later paragraph. It is a reduction of which Cornell University may be justly proud.

Summer camps which have heretofore been a prerequisite to students being commissioned have been supplanted by attendance at Officer Candidate School. Students, who completed the course in this department, and who had attended summer camp, were commissioned as Second Lieutenants as follows:

Field Artillery.....	3
Signal Corps.....	4

The following is the number of students who completed the courses and were recommended for attendance at Officer Candidate Schools:

Corps of Engineers.....	5
Field Artillery.....	107
Infantry.....	1
Ordnance.....	33
Signal Corps.....	7
Air Force Administration.....	6
Chemical Warfare.....	2
Tank Destroyer.....	8
Air Corps Engineers.....	1
Total.....	170

All of the above have been ordered to officer candidate schools with the exception of two who were commissioned in the Marine Corps by reason of training in this department, and five who chose to have their orders cancelled and are on active duty at this University, pursuing regular courses, and two who will be ordered when vacancies are available.

PRE-INDUCTION TRAINING PROGRAM

During the year, the Pre-Induction Training Program was in effect. While the program appears to have been a source of uncertainty among students, it has been carried out essentially as outlined in the Announcement of this department, September, 1942. Its uncertainties were no more than usual to war programs, and were magnified by ill-founded rumors and writings. In order that students, who wished to enlist, might do so without loss of time, enlistments were handled by this department. The total number of enlistments made was 1286 and of these 1266 were Cornell students.

CALLS TO ACTIVE DUTY

Calls to active duty may be grouped as follows: By induction by Selective Service Boards, call of general Enlisted Reserve students, call of specially grouped Enlisted Reservists, call of first year Advanced Course ROTC students, call of

PRESIDENT'S REPORT

second year Advanced Course students to Officer Candidate Schools. The following figures represents the losses of this department

Total Opening Enrollment.....	2747
Estimated losses by Selective Service Induction and other causes....	882
Estimated losses by call of general class of Reservists.....	550
2nd Year Advanced ROTC to Officer Candidate Schools, Feb. 1943.....	20
	<u>1452</u>

Closing enrollment.....	1295
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Losses of Closing Enrollment:

By call to active duty by Selective Service and other causes (Estimate).....	417
By call to active duty of Special Class Reservists (Estimate).....	100
By call to active duty of 1st Year Advanced Course ROTC.....	150
By call to Officer Candidate Schools of 2nd year Advanced Course ROTC.....	246
By Navy, approximate.....	134
By Marine Corps, approximate.....	27
	<u>1074</u>

Of Opening Enrollment, still remaining in this department.....	221
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It is contemplated that a large number of students, who were called to active duty from educational institutions, will, following basic military training, be returned for further educational training under the Army Specialized Training Program.

ARMY SPECIALIZED TRAINING PROGRAM

In order to provide to a large number of young men specialized, educational, and technical training for which the Army's technical staff and equipment are not sufficient, the Army Specialized Training Program was inaugurated. The training is offered to men while on active duty, in uniform, receiving pay, and under general military discipline. All expenses, except personal ones, are paid by the Government.

The first trainees arrived at Cornell on May 18, 1943, and were intensively trained physically and in military subjects, pending the beginning of the A.S.T.P. courses June 14, 1943. The number of trainees and the courses given up to the opening of the Summer term, 1943, were as follows:

Area and Language Studies:

Russian.....	8
Czech.....	20
Italian.....	51
German.....	50
Personnel Psychology.....	151
Basics.....	224
Veterinary.....	133
Total.....	<u>637</u>

From this beginning, the A.S.T. Program is expected to increase to approximately 1600 Trainees and will be dealt with in a subsequent annual report.

FACULTY AND STAFF

Changes in the Army commissioned personnel during the year were as follows:

Relieved:

1st Lieut. Robert C. Taber, F.A., 21 August 1942
 Capt. Judson D. Wilcox, F.A., 15 Sept., 1942
 Capt. Philip L. Loomis, F.A., 1 October, 1942
 Capt. Clifton W. Loomis, F.A., 5 October, 1942

Capt. Gerald S. White, Ord., 17 October, 1942
1st Lieut. Frank P. Boyle, Jr., F.A., 26 October, 1942
1st Lieut. Jacob M. Murdock, F.A., 12 November, 1942
Lt. Col. Lewis E. Reigner, F.A., 21 June, 1943
Capt. Leigh M. Jones, Ord., 22 June, 1943
Capt. Edward P. Bradley, F.A., 30 June, 1943

Assigned:

Major Joseph S. Huske, F.A., 21 July, 1942
2nd Lieut. Edward M. Stack, F.A., 3 August, 1942
Capt. Edward P. Bradley, F.A., 5 August, 1942
1st Lieut. Raymond L. V. Pearson, F.A., 8 September, 1942
Capt. Richard S. Cowen, F.A., 14 September, 1942
Capt. Leigh M. Jones, Ord., 1 October, 1942
1st Lieut. Carl B. Sturm, F.A., 5 October, 1942
2nd Lieut. Lawrence B. Clark, F.A., 26 October, 1942
2nd Lieut. Edmund G. Miller, F.A., 29 October, 1942
1st Lieut. Cleo N. Bushey, S.C., 17 February, 1943

EXTRACURRICULA ACTIVITIES

The customary extracurricular activities of the department which promote war training have been intensified; those, that did not, have been curtailed or eliminated. The following lists indicate those participated in: Polo, riding classes, rifle and pistol practice, and horse show, all of which are self-supporting. This department has sponsored and furnished advisers for the following: Scabbard and Blade, Pershing Rifles, and Pi Tau Sigma.

BARTON HALL

Barton Hall, which was formerly used by the R.O.T.C., has become the center of Army, Navy, Marine Corps, and physical training activities. Its use has been coordinated to the needs of all groups, and it is of great service in the combined war effort.

MORALE AND COOPERATION

The morale of the department has improved all the way down the line. Instructors willingly teach all required subjects and assist students in outside work. The students in the R.O.T.C. and the trainees in A.S.T.P. show a willingness to study and to learn. The trainees are exceptionally well disciplined, look well in uniform, are meticulous in courtesy, and, with few exceptions, are exercising the maximum of cooperation. This department has had the excellent cooperation of all departments of the University in the organization of all wartime programs. Such programs are of necessity cumbersome in initial operation, but, when imperfections are eliminated, should function satisfactorily, and will result in being a credit to Cornell's war service.

E. R. VAN DEUSEN,

Colonel, Field Artillery, and Professor of Military Science and Tactics.

APPENDIX XX

REPORT OF THE ACTING DIRECTOR OF PHYSICAL
EDUCATION AND ATHLETICS*To the President of the University:*

SIR: The year 1942-43 in the Department of Physical Education and Athletics was different in many respects. It marked the resurgence of physical training and to some degree the subordination of intercollegiate sports. *Longrange* planning in athletics was impossible and one was never sure in one sports season whether there would be a next. This was due principally to uncertainties of undergraduate personnel and travel accommodations during this war year.

Despite certain handicaps the year's results were most gratifying. Eleven hundred and thirty-one men registered for athletic teams, about one-quarter of the male student body. Representative teams were fielded in all sports and creditable showings made. The only claim to championship honors was a tie with the University of Pennsylvania in the Eastern Intercollegiate Baseball League.

A program of compulsory physical training for all male undergraduates requiring three hours attendance a week was inaugurated this past fall and sustained through the year. It proved to be most successful. General physical improvement was manifest and was thorough preparation for the great majority who went directly from school into the armed forces. The athletic coaching staff conducted this work in addition to duties with intercollegiate teams.

The women's division under the direction of Miss Dorothy Bateman had its largest enrollment in physical education classes in 1942-43. Factors influencing the unprecedented enrollment were: The increased registration of undergraduate women in the University; the extension of the requirements to working students heretofore exempted; the inclusion of Curtiss-Wright cadettes in the program as of February 1, and finally and significantly the election of additional unrequired courses by over one hundred students.

The women's curriculum, in so far as possible, adopted the recommendations of the wartime Physical Fitness Committee affiliated with the United States Office of Education. Lack of proper indoor facilities, however, made it quite impossible to adhere to this program during the indoor season.

The need for indoor athletic facilities was brought into sharp focus by the developments of the past year. The compulsory physical training program for men was operated under distinct handicaps in this connection, particularly during the long months unsuited for outdoor sports. The increasing demand for indoor space, with the installation of the new Army and Navy units on the campus, raises serious problems to be faced during the coming year. While further construction during the war is out of the question, nevertheless the need for a comprehensive indoor sports program and facilities adequate to service this need must be kept in mind for the years that lie immediately ahead.

This department has charge of the physical training programs for both Army and Navy trainees. Each is required to take six hours physical work a week. Intercollegiate athletics are now being played with Naval and Marine personnel contributing the greater share of manpower.

The athletic division fared better financially than was expected. Receipts from football, which annually support the intercollegiate program, were lower than they have been since 1936. Nevertheless by effecting economies and by withholding \$23,246.25 from 1941-42 receipts we managed to carry on the full program of sports and still show a balance of \$3,826.43 over expenses. Income from all sources was \$174,769.13 as compared to \$297,518.21 of last year. Operating expense was \$194,188.95 as compared to \$243,250.55 in 1941-42.

ROBERT J. KANE,

Acting Director of Physical Education and Athletics.

APPENDIX XXI

REPORT OF THE ACTING CHAIRMAN OF THE
DEPARTMENT OF HYGIENE*To the President of the University:*

SIR: I have the honor to present this report of the Department of Hygiene and Preventive Medicine for the academic year 1942-43.

The department has deviated widely from its previous responsibilities during this year, due in part to its evolutionary development into the recently formed Department of Clinical and Preventive Medicine, and in part to wartime necessity.

With Doctor Smiley's absence in the Navy, his duties as Health Officer for the University were well carried by the Ithaca Public Health Officer, Doctor Robert H. Broad.

PHYSICAL EXAMINATIONS

Military expediency accelerated here a change in the physical examination system, which was previously under consideration. From several sources there had been pressure for an immediate screening physical examination of all entering students instead of the previous health examination of each of those students by hourly appointments throughout the term. What was lost in educational value from the individual examination to this quick screening examination, was to a certain degree gained in opportunity for immediate follow-up at the Clinic of those students with defects needing further study and care, and the classification of students for physical activities. With the existing staff this year, the system of individual examinations could not possibly have been carried out.

The following routine examinations were conducted here this year:

Entering Women Students:

Freshmen.....	461
Transfers.....	61
Specials.....	15
Graduates.....	62

Total examination of entering women students... 599

Twenty-nine of these were by individual appointment since they failed to attend the scheduled group examinations.

The required senior examinations were not given this year. It was determined by the Board on Student Health and Hygiene at the close of last year, that the clinic and infirmary care of the student must take precedence over all other student health activities, and that in view of shortage of physicians, no senior physical examinations would be required this year.

CLASSROOM TEACHING

Required Hygiene

1681 registered for Hygiene One. 1365 completed it successfully; 84 failed; 180 failed to complete the course—many because of military service.

1495 registered for Hygiene Two. 1013 completed it successfully; 14 failed; 202 were graded plus or minus; 266 failed to complete the course—many because of military service.

51 registered to take Hygiene One "Comprehensive Examination"; 41 took the examination and 33 passed it.

63 registered to take Hygiene Two "Comprehensive Examination"; 52 took the examination and 37 passed it.

Hygiene One and Two waivers were made by the Dean of the University Faculty this year, not by this department.

Elective Hygiene

11 registered for Hygiene Three. All completed it successfully.
 13 registered for Hygiene Four. (First term). 2 cancellations, no failures.
 10 registered for Hygiene Four. (Second term). 4 cancellations, no failures.
 59 registered for Hygiene Eight. (First term). 2 cancellations, 2 Z's, no failures.
 66 registered for Hygiene Eight. (Second term). 10 cancellations, 3 Z's; 2 conditions, 1 failure.

Hygiene Five, (Industrial Hygiene), not given. Doctor Gould on leave in military service.

Hygiene Seven, (Military Hygiene), not given. Doctor Deyoe on leave in military service.

The teaching load for several instructors was exceptionally heavy from the beginning of the year because of a limited staff. This became heavier later by the prolonged illness of one staff member and death of another—Doctor Charles Barley was an able teacher, who taught his classes in a calm, clear, stimulating manner up to the day before his death. His four sections were divided between two women instructors and carried by them to the end of the term. This is the first time that men's hygiene sections have been taught by women physicians. From student conduct in class, and student comments which came to our attention, this seems to have been entirely successful.

From spring vacation to the end of the term, because it had been necessary to withdraw one of the men instructors from teaching to other Clinic duties, four large men's sections were left without an instructor. A competent part-time instructor, who held the appointment of assistant professor of Physiology at Ithaca College and who had been one of our Hygiene examiners during the past eight years, took-over three of those sections. The other was combined successfully with a women's section.

LABORATORY WORK

Urinalysis includes those tests made routinely at the physical examinations of both women students and employees, and follows-up on both men and women with previously abnormal specimens. Blood counts were referred from Clinic before that laboratory was completed, and from the physical examination of any student when it seemed indicated.

Urinalysis.....	756
Hemoglobin.....	87
RBC.....	77
WBC.....	84
Diff.....	83

COOPERATIVE ACTIVITIES

The department continued last year its usual cooperation with other departments of the University as follows:

1. Examination of women employees

Food handlers.....	44
Maids.....	73
Laundry employees.....	20
Total.....	137

Until this year many of the food-handler examinations were annual re-checks of old employees. That frequency of examination was discontinued this year by the advice of the Public Health Officer with substitution of immediate observation of food-handlers with possible acute communicable disease. Consequently these figures represent only new women employees.

2. Classification for physical training of all women students with such physical defects that they were unable to meet the regular University requirement for physical training and the issuing of permits for competitive sports.
3. Partial physical examination of 114 Curtiss-Wright girls.
4. Physical examination of 73 women students, mostly seniors at their own request. Many of these were pre-employment, nursing school, medical school, and civil service examinations.
5. Special examinations of 74 School of Education women students.
6. Cooperation with the Counselor of Students regarding special problems.
7. Cooperation with Home Economics advisers regarding special problems.
8. Consultation with students, both men and women, largely voluntary, regarding health.
9. Cooperation with Rural Seminar group by assuming responsibility for one seminar on Health Problems in Foreign Countries.
10. Provided medical service for the Freshman Women's Camp held at Tompkins County Recreational Camp.
11. Again this year the U. S. Government used the Medical Examining Offices in the Old Armory for the regular examinations of the Selective Service Board 495. The same facilities were used several times by medical officers on recruiting duty at Cornell from the army, the navy, and the marines.

THE COMING YEAR

With possibly still more limited staff next year than this, the new system of physical examination will be continued. Labor need and turnover will probably still be increasing so that the employee examination rate will again be higher than usual.

The teaching activities of the department will be more limited than usual. No instruction will be offered during the summer term because of the need of staggering vacations over that period. The University Faculty has voted to withdraw the requirement of compulsory Hygiene One and Two. In its place one section of a three-hour course in Health Problems, Personal and Community, will be offered along with previous electives in the Fall and Spring terms.

With the addition next year of routine tetanus toxoid for each entering student to the already routine small pox vaccination requirement and routine chest X-ray at the entrance physical examination, a definite step forward in preventive medicine has been taken.

Finally, it is believed that the development of the Department of Clinical and Preventive Medicine will further the efficiency of this branch of the University service.

JENNETTE EVANS,

Acting Chairman of the Department of Hygiene and Preventive Medicine.

APPENDIX XXII

REPORT OF THE DIRECTOR OF THE INFIRMARY AND CLINIC

To the President of the University:

SIR: I have the honor to submit the report of the Infirmary and Clinic for the year 1942-43.

The acceleration of the academic program at the University together with the establishment of the Naval Training Station at Cornell presented, as it did for other departments of the University, new problems. To meet the new conditions, changes in medical organization became necessary immediately after the close of the 1941-42 academic year. Clinical services were extended after the term closed to serve the medical needs of the Naval Diesel School, Army Signal Corpsmen, and other special groups on campus under wartime assignments.

Early in the summer of 1942, quarters were provided for the Naval medical officer and his assistants in the Clinic building. The charting of policy and division of responsibility were agreed upon. The terms of the contract with the Navy specified that the University medical staff be responsible for medical care, while the records remain under Navy jurisdiction. A cordial relationship between the Naval medical personnel and the medical staff has existed throughout the year.

It became apparent during the summer that the medical volume per unit of Navy personnel was higher than for a student unit of corresponding size—indeed, at times during the winter months the ratio was two to one. Anticipation of the relative increase in medical requirements for both groups during the winter months led to the establishment of a Cold Clinic, where upper respiratory diseases were handled efficiently but, at the same time, with a minimum of professional time. This was a wise provision, for during the year the medical staff would have been unable at times, with former limited facilities, to handle the large number of cases of upper respiratory infection which occurred.

By the time the University opened for the fall term, routine for the Navy was well established. It became necessary, however, to declare priority hours at the Clinic for students. Military sick calls in the early morning and late afternoon necessitated reserving the hours in the middle of the day for student visits for illnesses other than emergencies. Emergency cases were treated immediately regardless of priority.

Credit for the successful operation of the Medical Clinic is given to the men and women of the medical staff who reported for duty two hours ahead of peacetime schedules in order to meet promptly the medical needs of the Navy. These same people later carried out their teaching assignments and clinic hours for student consultations. As the year drew to a close and it became necessary for the medical staff to care for the Army as well as the Navy in the early morning hours, it became apparent that the present clinic building could not house the large number of patients made up of students, enlisted men, and student officers, without additional space. The Board on Student Health and Hygiene recommended to the Trustees that additional space for the Medical Clinic be provided. Five Central Avenue was made available and will be connected to the present Clinic building. It is anticipated that, with the additional building, the medical staff will be able to serve the Army, Navy, and students efficiently and without lowering the medical standards previously set for Cornell medical care.

This year the character and incidence of mental hygiene problems have been much more influenced by the war than during the previous year. Doctor Darling believes that the impact of these war factors has been reflected in the lives of the women as well as the men students. Last year he reported little evidence of strain caused by the war. This year he reports that there has been a good deal of strain upon the lives of undergraduates. During the year many of the undergraduates were drafted; the Enlisted Reserve Corps called many more to active duty. The impact of total war caused many to enlist. Emotional problems among the women of the University revealed that it was increasingly difficult for them to make a decision to stay in college. While these problems have increased the mental

hygiene load, the increase has not been alarming and is explained by the fact that the problems normally present have been supplemented by stresses from this other area. This year it became necessary to advise fourteen students to leave the University; two more than last year. Of these fourteen, three suffered major mental illness. The mental hygienist was consulted by Army, Navy, and Curtiss-Wright patients; the referrals to him were made in the same manner as formerly. It is of interest to report that the mental hygienist's opinions have been supported in the Navy hospitals to which the Navy patients were sent. As of this date no Army case has been recommended for Army hospital study for possible discharge on psychiatric grounds, but several Army patients have been studied by the mental hygienist. Experience this year supports our previous conception that a strong mental hygiene program is of more than considerable importance to this University. It is probable that the experience gained from military cases will broaden our horizons regarding limits of stress when similar cases occur during peacetime. That this is a subject of importance is supported by the increasing interest which the Army and Navy are taking in mental hygiene screening of their personnel; and that the importance of the mental hygiene program at Cornell is not being disregarded is evidenced by Doctor Darling's statement, "I am sure that this department in a student health program has much to contribute not only to the educational program of the University and to the adjustment of the individual emotional problems, but also to the clinical work of the medical department. When the time comes, I am ready to submit proposals for a more far-reaching program of mental hygiene."

During the year the athletic department has made clear its feeling concerning jurisdiction over athletic injuries. For some time it had not been quite clear. Under the present arrangement Doctor Britton is a member of the Clinical Medical Department and is assigned to the duties of athletic physician. In this capacity he will be under the jurisdiction of the Medical Department. For the duration of the war, he will continue to supervise the treatment of injuries among student athletes and also will act in the same capacity for injuries occurring in the physical fitness program of the Army and Navy. The athletic physician during the past year explored and studied the question of men qualified for excuses from compulsory physical education participation because of illness or injury. It is gratifying to report that in the neighborhood of ninety per cent of requests for excuses from physical exercise were legitimate. The percentage of those who appeared to be deliberately seeking unqualified excuses rapidly declined as the year progressed. It would appear that an increasing number of those who at first were not in sympathy with the program, later became interested in developing better physiquies.

At the Infirmary the need for more space was recognized early in October. By converting unused space on the fourth floor into two wards, forty beds were added. This was accomplished with a minimum of expense and, before the end of the academic year, it proved invaluable during an epidemic of measles. The Infirmary enjoyed an unusually active service. The cordial relationship between the attending staff and the visiting staff continued. Staff meetings were held regularly and were well attended. Clinical programs were at times supplemented by talks by members of other departments of the University; specialists in basic subjects relating to the problems under discussion contributed much of clinical interest.

Two deaths occurred at the Infirmary; one a graduate student in the University suffering from staphylococcus endocarditis; the other, Dr. Charles V. Barley, a member of the medical staff, from heart disease. Doctor Barley came to Cornell in September, 1941, as a resident physician and, at the time of his death, was serving as assistant attending physician. Doctor Barley's loss was deeply felt by the medical staff. Throughout his stay at Cornell, he had been highly regarded by his medical colleagues.

The nursing service under the direction of Miss Margaret Russell experienced, in common with other hospitals in the area, a nursing shortage. An attempt was made to meet the problem in this community by training Red Cross Nurse's Aides. Miss Ruby McPhail of the Infirmary nursing staff contributed to this pro-

gram in the role of an instructor. Red Cross Nurse's Aides assisted materially in relieving the burden of the registered nurses; at no time during the year were the wards seriously understaffed. It is hoped that several women undergraduates will elect to extend their college career by taking the minimum number of hours required by the University faculty and work for remuneration as nurse's assistants at the Infirmary.

Laboratory facilities were extended to meet the clinical needs. Extra personnel was necessary. More complete bacteriological and chemical studies were made. Research in conjunction with the School of Nutrition required additional space in the laboratory and increased facilities for chemical and physical investigations in nutrition. A full-time technician from the School of Nutrition has worked in the Infirmary laboratory accumulating nutritional data in various normal and diseased conditions.

The X-ray department was able to radiograph the chests of the entire entering class in three days. This was made possible by the improvement in the x-ray equipment and dark room facilities the previous year. This department was more active than usual for x-rays other than normal chests. A large number of x-rays, both at the Infirmary and Clinic, were taken as precautionary measures for identifying possible bony injuries resulting from the extension of the physical education program for both student and Navy trainees. At the Infirmary a mild epidemic of primary atypical pneumonia was responsible for many chest films.

In May, 1942, the Board on Student Health and Hygiene requested that the clinical department be responsible for the examination of entering students. To expedite these examinations, the University faculty voted to have a three-day orientation period for Freshmen. During these days the examinations of the entering students were made and chest radiographs taken. Students requiring immediate attention from the medical staff were known early. Many remedial defects, especially those which would disqualify the student for military service, were discussed with the student and in many instances corrective procedures were instituted.

The examining physicians were impressed with the exceptionally fine condition of the mouths of the entering students. They were equally impressed with the poor posture and remedial orthopedic defects which were found.

The medical staff had the opportunity to make several hundred examinations for the Enlisted Reserve Corps under authority of the United States Army. Observation of this older group revealed a deterioration of the condition of the mouth when compared with the freshman group. It is hoped that the services of a part-time dentist next year will contribute to better mouth hygiene and that, through education, deterioration of the teeth and mouth tissues occurring during college years may be prevented.

During the year it was the pleasure of the medical staff to have close association with the United States Influenza Commission. The relationship was most cordial and it is hoped that the Commission will be able to continue its studies at Cornell and thereby act as a stimulus to the medical staff for future studies of the etiology and prevention of upper respiratory infections in college students.

STATISTICS

Medical Clinic

Student visits (May 25, 1942-June 30, 1943).....	26,031
Navy visits (July 1, 1942-June 30, 1943).....	13,214
Army visits (May 15, 1943-June 30, 1943).....	638
	<hr/>
	39,883

Infirmary

Medical Service (patients discharged)	
Communicable disease.....	618
Other than communicable disease.....	2,182
Consultations.....	59
Surgical Service (patients discharged).....	500
Consultations.....	191
Major operations.....	66
Appendectomy.....	46
Hemorrhoidectomy.....	4
Perforated duodenal ulcer.....	1
Herniotomy.....	6
Cholecystectomy.....	1
Excision knee cartilage.....	6
Varicocele.....	2
Minor operations.....	217
Fractures.....	38
Laboratory	
Clinical pathology—examinations made.....	15,406
X-ray	
Examination of chest.....	3,634
Examinations other than chests.....	681

Athletic Clinic (September 15, 1942-May 24, 1943)

Number of Injuries (All sports).....	125
Number of visits to athletic physician.....	1,799
Number of injuries requiring Infirmary care.....	25
Number of consultations required (All cases).....	81
X-ray.....	53
Dental.....	10
Eye, ear, nose, throat.....	5
Surgical.....	12
Skin.....	1

The number of both Clinic visits and Infirmary patients was large. Although the volume may be accounted for in part by year-around operation of the Infirmary and Clinic, the number was increased because of the high proportionate increase of patients from the Navy. It is gratifying to report that the medical care of this large number of patients was carried out efficiently and without sacrifice of medical standards. The Infirmary and Clinic continued to enjoy the rating of "approved hospital" by the American College of Surgeons.

During the year, on the recommendation of the Board of Student Health and Hygiene, the Trustees created a new department—the Department of Clinical and Preventive Medicine which in the future will incorporate all the responsibilities and obligations heretofore held by both the Infirmary and Clinic and the Department of Preventive Medicine and Hygiene. By vote of the University faculty the compulsory hygiene course was discontinued as of July 1, and in its place will be offered elective courses on health problems. Thus a major change in the medical policy at Cornell has come about. It will be the duty of the medical staff, now grouped together in one department, to carry out efficiently a program of health education, clinical medical care, and research. While a part of the long-range program will of necessity give way to the immediate discharge of Cornell's medical responsibility to the Armed Services, the medical staff will, in so far as possible, continue to develop and administer an improved health program at Cornell.

NORMAN S. MOORE,
Clinical Director.

APPENDIX XXIII

REPORT OF THE DIRECTOR OF ADMISSIONS

To the President of the University:

SIR: My report rendered in July a year ago concluded with the following words: "Prognostications in these changing times are hazardous. At this point in the summer, however, the signs are that the number of new students entering Cornell University in September 1942 may be nearly normal." The total admissions of regular undergraduate students in September 1942 turned out to be as follows:

From secondary schools 1562; from higher institutions 218; a total of 1781.

The worth of my prognostication that the September admissions might be "nearly normal" may be measured by a comparison with the numbers of regular undergraduates admitted in each of the ten years preceding:

	<i>From Second- ary Schools</i>	<i>From Higher Institutions</i>
1942.....	1562	218
1941.....	1672	228
1940.....	1603	201
1939.....	1463	228
1938.....	1492	232
1937.....	1393	242
1936.....	1250	266
1935.....	1189	201
1934.....	1107	197
1933.....	1203	200
1932.....	1355	187
Average for the decade.....	1372	218

The total of applications for entrance in regular standing presented to the Office of Admissions for the term beginning in September 1942 was 4009. To these should properly be added the 476 presented for entrance in June 1942—(see Table IV in my Report for 1941-42)—since the assumption is a fair one that those who applied for June entrance would in normal times, without the necessity and opportunity for wartime acceleration, have applied for September entrance. The total of applications handled by the Office of Admissions in the Spring and Summer of 1942 was, then, 4485. (This total may be compared with 4789 for 1941 and with 4873 for 1940, which was the largest number of applications in the history of the Office of Admissions. The total for 1942 is well ahead of the average number of applications per year for the decade 1932-1941: 3656).

There follow the statistics of admissions to the several colleges of the University for the term beginning in September 1942. To facilitate comparison with reports for past years the figures are presented in the same tabular form.

TABLE I

This table shows the number of applicants and the number admitted to each of the undergraduate colleges. In counting applicants only those have been included who actually filed formal application on the University's regular blank as candidates for admission to the degree course. Those who merely expressed intention to apply, or those who actually applied for admission as special students (including the two-year special students in Agriculture) have not been counted in the total. As applicants for the Graduate School, the Medical College, and the Law School do not pass through this office they have likewise not been included.

Under "Admitted" are included those who met all University requirements and the requirements of the particular college concerned and were notified that

they were entitled to matriculation as regular students—(whether they finally “registered” or not).

A. Applications and admissions from secondary schools:

	<i>Applied</i>	<i>Admitted</i>
Arts and Sciences.....	1174	470
Engineering.....	965	520
Architecture.....	46	20
Hotel Administration.....	119	64
Agriculture.....	683*	342
Home Economics.....	415	146
	<hr/> 3402	<hr/> 1562

*These do not include 137 applicants for admission to the two-year special courses in the College of Agriculture of whom 99 were admitted.

B. Applications and admissions from other higher institutions (not including transfers from one college to another within Cornell University):

	<i>Applied</i>	<i>Admitted</i>
Arts and Sciences.....	303	113
Engineering.....	106	50
Architecture.....	12	3
Hotel Administration.....	21	11
Agriculture.....	106	29
Home Economics.....	59	13
	<hr/> 607	<hr/> 219

TABLE II

The students admitted direct from secondary schools (see Table I, A) divided as follows according to the method by which each one offered the greater part of his entrance credit:

Certificate from school.....	593
Regents examinations.....	934
College Board examinations.....	35
	<hr/> 1562

The number of schools using the Certificate Privilege in September 1942 was 383.

Many of the students offered credit by more than one of the three methods. The following shows the number offering credit by any of the three.

Students presenting some credit by certificate.....	1463
Students presenting some credit by Regents examinations.....	941
Students presenting some credit by College Board examinations.....	431*

*These do not include the 753 who took the Board's Scholastic Aptitude test only.

TABLE III

Freshmen admitted from private schools in the United States:

From Schools in New York State.....	100
From Schools in other Middle States.....	69
From Schools in New England States.....	75
From Schools in other states.....	50
	<hr/> 294

CONCLUSION

Of far more importance than the quantitative information given in the preceding table is the fact that the young men and women who came to Cornell University in 1942 were in quality fully equal to the entrants in a "normal" year. The measures of quality are necessarily somewhat gross in their application and approximate in results; but such as they are—for example: the College Board tests, the Regents Examinations, the student's rank in his graduating class in school, and the tests given at the opening of the Freshman year under the supervision of the University Committee on Scholastic and Aptitude Testing)—they indicate no diminution in the mental ability of the students who finished their secondary schooling under the confusing and disturbing conditions which marked the school year 1941-42. In this connection it is gratifying to report, too, that in spite of very natural flurries of alarm about possible catastrophic loss of enrollment, none of the several faculties of the University lowered entrance requirements or urged a relaxation of standards in the administration of the requirements.

I cannot close this report of the year past without recording here the retirement of Miss Rose M. Clark, Assistant to the Director of Admissions, after forty-three years of service to the University.

Likewise the resignation of Mr. Ray Ashbery as Alumni Field Secretary touched this Office closely, even though he was not a part of it. As liaison officer between the University and the Alumni Committee on Relations with Secondary Schools his contacts with the Office of Admissions were frequent and always cooperative and welcome. In this important place he has been succeeded by Professor J. C. Adams of the Department of English, who carried the work forward with energy and marked success in these abnormal and difficult times. This year, for the first time in many years, because of the restrictions on travel there was no "Cornell Day" for prospective students. Many loyal alumni, however, were as usual devotedly working in their localities to insure a steady stream of new blood for the University.

E. F. BRADFORD,
Director of Admissions.

APPENDIX XXIV

REPORT OF THE COUNSELOR OF MEN STUDENTS

To the President of the University:

SIR: I have the honor to present the report of the Counselor of Students (for men) for the year 1942-43 through May 1, 1943.

The many aspects of student life in the University this year have been determined in large part by the impact of the war on the campus. In all spheres a departure from normalcy has been evident, and the greatest single determining factor has been the developing attitude that this year would witness the conclusion for most men students of civilian collegiate education and the normal course of student life on the campus. The Counselor of Students has shared this attitude and it has had a profound retarding influence on the development of his office. The uncertainties of the future have precluded any expansion of personnel as well as the establishment of records or certain procedures with any view to permanency. This year has meant for him, therefore, a continuance of the process of becoming acquainted with the University and attention to those problems in particular which required immediate consideration.

FRESHMAN INDUCTION AND ORIENTATION

In 1942 the University inaugurated a Freshman Week for entering students. The joint efforts of a faculty committee, of which the Counselor of Students

was chairman, and a committee of the Student Council led by Edward D. Eddy, '44, arranged a six-day program of orientation and induction for freshmen, extending from Friday, September 25 through Wednesday, September 30. Since registration for freshmen was set for Monday, September 28, this program provided a pre-registration period of three days, permitting students to meet as groups in their respective colleges and consult with their advisers before final registration and assignment. These three days also made possible the physical examining of all freshmen before the first day of instruction, a departure from the customary practice of giving health examinations extending over a period of several months; and provided an opportunity for completing the psychological examinations for many students prior to course assignments and the beginning of instruction.

Faculty and administration appraisal of Freshman Week, as reported, was unanimously favorable. Certain conflicts and irregularities occurred, which can be adjusted another year, but there was general agreement that the process of registration and assignment in 1942 was expedited, proceeded more smoothly, was less confusing to students, and that students started their work with less delay, better preparation, and with more regular attendance than in previous years.

It is most unfortunate that the prospects for the coming year threaten the further immediate development of this innovation at least to the extent of serious modification and curtailment. When and if conditions permit, the re-establishment of Freshman Week is clearly indicated.

On two other occasions during the year the Counselor of Students arranged with Willard Straight Hall for the welcoming of new students. About one hundred freshmen entering in June met at Willard Straight for an evening's welcoming and entertainment during their first week on campus. A smaller group of entering students met similarly in February. On both occasions short talks were made by student leaders, members of Willard Straight, and the Counselor of Students. Both occasions were informal and offered the opportunity for the freshmen to meet each other as a group. For the duration of the war, as students enter the University irregularly, some such recognition should be accorded them, especially when their identification with a regular class is obscure.

STUDENT ACTIVITIES

The problem facing the student program of organized extra-curricular activities at the beginning of the year was to find their proper place on a wartime campus. Pronouncements from Army and Navy officials beginning in March and continuing through the summer gave some indication of what was expected in student life on campuses participating in the Army and Navy Reserve programs.

On July 13 the Counselor of Students prepared a memorandum entitled "Cornell at War," quoting pertinent remarks of government officials and commenting on the prospects of a student life modified to meet wartime needs. This memorandum was sent to student leaders preparatory to their meeting with members of the Committee on Student Activities and the chairman of the Committee on Student War Service called for July 31.

Among the quotations, the following were the most challenging:

A joint Army-Navy release in May read in part: "The country can no longer afford to have young men proceed with their education at a moderate tempo. Extracurricular activities not specifically directed toward physical or mental preparation for participation in the war effort can no longer be encouraged. In wartime, recreation in college life must be limited to that necessary for a healthy and well-rounded existence. In other words, the colleges in wartime must be places of intensive effort and accomplishment. For those colleges which are prepared to proceed with education along these lines, and for those young men who are prepared to enter or remain in college with these purposes and who have the qualities of mind and character to carry them out, the Army and Navy urge the continuance of college education."

On Independence Day the Assistant to the Secretary of War, Mr. Bundy, remarked in commenting upon the reserve programs:

"If the loan of the colleges becomes a method by which men who ought to be in the thick of battle avoid the hazards; if the colleges retain any of the aspects of the country club which have been evident in the past; if the men who can afford to go to college are considered as a separate class exempted from fighting; the experiment will be a dismal failure and will not long continue. . . . You who are here on borrowed time must so live that you will surely be worthy to join your brothers in arms and brothers in industry and do your part in fighting and winning the war."

On July 31 student leaders and members of the faculty met for five hours to discuss the prospects for various aspects of student life for the coming year. One of the direct results of this meeting was a letter to the Dean of the University Faculty, signed by five students, and read at the meeting of the University Faculty, August 4. The theme of this letter can be expressed as follows:

The students were prepared to forego certain aspects of their social extra-curricular life, provided the University by a "positive program" of "increased academic requirements," rigorous insistence upon punctuality in the meeting of class appointments, and the establishment of a complete program of physical fitness, clearly established the need for certain real restrictions such as depriving students of their automobiles, or curtailing, to any extent, the students' social program as it was then manifest in such activities as proms and houseparties. In other words, the students were quite willing to make sacrifices and live a more regimented life, provided the University established for them a war-service training program which would give them respect for the institution and the self-respect necessary for good morale. If they were fearful of anything, it was that the seriousness of the need for the University's part in the war effort was not fully recognized by many members of the Faculty, or by certain departments or colleges of the University. They argued that unless an attitude of serious-purpose was shared alike by Faculty and students, the student body, lacking support and guidance from the Faculty, would feel either that there was little purpose in their remaining in college, or, that if they stayed here restrictions on their extra-curricular time and activities by imposition of University authority would hardly be warranted.

To what extent these thoughts were representative of the whole student body it is impossible to say. For whatever reason, they aroused little response from the faculty, and the University in October, except for a ban on student automobiles, and compulsory physical training, offered students essentially the same pattern of student life and study which they had left in June. Apart from the automobile regulations the only restrictive measure imposed on student life was an action of the faculty Committee on Student Activities, passed in October, forbidding fraternity house-parties for the period of the war, and an effort by some of the Colleges to encourage prompt and regular attendance at classes.

Lacking any regimented war program of instruction, the students objected to these restrictions, especially the ban on houseparties, since they saw no real need for them. Furthermore, some students, notably in Arts and Sciences, felt that they were contributing little to the war effort in their regular courses of study. This feeling gave impetus to the creation by the Student Council of the Cornell for Victory Committee, which was designed to coordinate and administer all student extra-curricular war-service projects. During the year, this Committee became the focus of the student activities program, and by its appointment of Victory Wardens in large numbers, reached all parts of the student body.

As an organized student activity the Cornell for Victory Committee has the virtue of timely appeal and immediate reward. Noticeable in other activities was student apathy toward long competitions, or any planning for an uncertain future. Until the University achieves greater stability in its student population, organized student activities will suffer a decline in emphasis and the number of organizations will probably decrease.

Anticipating the suspension of some organized student activities, the Counselor of Students wrote to all such groups in April, offering his office as a repository for their records and properties and requesting that when such papers were left in the custody of a faculty adviser or other authorized person, the name and address of the custodian be filed with the Counselor.

Last year the Committee on Student Activities recognized the need for clarifying its purposes and reestablishing its rules. With some hesitation, because of the irregular circumstances of student life, the Committee this year has tentatively set forth its general functions, leaving until a later time the definition of special functions as conditions may then require. This Committee is in general agreement that its chief function is to "discuss, advise upon, or refer for attention problems affecting student interests, which may be brought to the Committee or originate from its members." It is also committed to study of the program of organized student activities and the fraternities with the purpose of aiding these factors of student life to achieve their maximum benefit in the rounded development of students as adjuncts to their academic life.

The Committee on Student Activities should thus become a common meeting ground for students and faculty, a forum in which matters pertaining to all student interests may be aired and referred for appropriate action. In this respect it should prove to be a valuable extension of the offices of the Counselors of Students. Appointed to its membership this year were the Counselor of Students for women and two women students.

FRATERNITIES

The fraternities, faced with decimation of their membership by the year's end, have been obliged to give thought not only to the question of what status to maintain for the war's duration, but also to such arrangements during the current year as might best provide for their dwindling membership. In the early summer the accelerated courses of many students gave rise to the problem of keeping fraternity houses open for the summer sessions. During the fall the problem of earlier and more uniform initiations was raised, and in February arose the question of rushing students who entered the University at that time. By March food rationing had become a problem in some houses.

For the most part each fraternity, working closely with its alumni, or in cooperation with other houses, was able to establish satisfactory arrangements for the year. In May of last year, the Counselor of Students and the Secretary of the Interfraternity Council sent a joint letter to the presidents of all fraternities urging enforcement of customary house rules throughout the summer for those fraternities which planned to keep open, asked that in all houses where the president was not to be in residence for the summer a president *pro tem* be appointed, and suggested that houseparties be reduced to one only for the summer period. Accompanying this letter was a questionnaire designed to reveal how many fraternities would be open during the summer, the name of the responsible head, number in attendance, etc. Thirty-eight fraternities remained open, and, with one exception, can be well reported.

In June, 1942, the Counselor and Mr. Whiting of Willard Straight Hall reported to the Interfraternity Council the need for each fraternity to utilize its living accommodations, beginning in the fall, to best advantage. This request was transmitted to all fraternities by the president of the Council in August, and the fraternities singly or in combination have throughout the year responded well in their efforts to meet housing and feeding difficulties.

Because many pledges faced early military induction, initiations this year were held in December. The Interfraternity Council voted to have all fraternities register their initiations, shorten them to the period between 4 p.m. on Friday and 9 p.m. Sunday, and prohibit all "barbarity and nonsense." Few violations of these rules were reported and there was no semblance of the customary "Hell Week."

For the fifth continuous year of record, the scholastic average of fraternity men was reported this year for 1941-42 to be below the all men's average, and

significantly below the average for non-fraternity men. For many years the fraternities have been concerned with the social and physical development of their members. In fact, it was by such a program of extra-scholastic development that the fraternities originally rendered their greatest service to the University. With the passing years, however, the University has assumed increasing responsibility for the individual student's social and physical growth, while the fraternities in large part have failed to share any emphatic responsibility for the intellectual growth of their members.

In discussions with fraternity groups this year the Counselor feels that the fraternities are not only aware of their failure thus to serve the purposes of the University, but on the reestablishment of fraternity life after the war would welcome cooperative effort to improve the scholarship of fraternity men. Creation of a scholastic standard as a prerequisite for the initiation of all pledges offers one measure of solution to this problem. Another measure which should assure increasing dedication of fraternity effort in the fulfillment of the aims of the University is insistence upon active alumni or faculty advisers for every chapter. At this time about 85% of the fraternities have advisers but often the adviser is not a resident of Ithaca, or bears an impersonal relationship to the chapter and exercises little influence.

Through the initiative of the Secretary of the Alumni Association, Mr. Walter Heasley, a group of fraternity advisers last fall met and organized the Cornell Conference of Fraternity Advisers. This council, inaugurated to consider imminent problems of wartime importance to the fraternities, provides a welcome connection between the University and the undergraduate fraternity men which, after the war in particular, should do much to promote greater mutual understanding and cooperation between the fraternities and the University in the interests of both. Its announced functions shall be consultative and advisory only, primarily seeking the "collection and dissemination among its members of information concerning fraternity problems, and the providing of a forum in which these problems may be discussed."

The social program of the fraternities is one which annually evokes some criticism, much of which relates to the question of good manners or their absence on the part of fraternity men. The lack of consideration given to chaperons, for example, is all too frequently a complaint, and the amenities of gracious living are conspicuously undernourished in some fraternities. The cultivation of this side of fraternity life rests with each chapter and its members, but the initiative for the improvement of this sphere of fraternity life might well come from the chapter advisers.

The Committee on Student Activities in October 1942, passed a ruling which banned fraternity house parties for the duration of the war. The regulation, which was twice waived and finally rescinded, was unfortunate; the conditions of campus life changed significantly during the year, as did the sentiments of both faculty and students. The rule was openly violated by some fraternities and was not subject to appropriate enforcement. The facts are regrettable and lay both students and faculty open to criticism. The root of the issue remains, however.

As an often excessive phase of student social life, the unrestricted holding of house parties and the large development of other parts of the student social program, squarely raise the problem of a desirable balance between the social and academic sides of campus life. Somehow this balance must be struck if the University is to offer students the full value of higher education; striking it deserves perhaps more thought than it has been given at Cornell. Certainly a balance can be achieved, and the University as well as the fraternities must assume the obligation of achieving it. If Cornell is sometimes referred to as the "party campus" it is not alone the fault of the student body that this is so. The extent to which student social life encroaches upon scholastic work and the point at which academic standards are maintained is initially up to the members of the faculty, individually and collectively. Until and unless scholastic achievement becomes a badge of distinction among students under the inspiration of the faculty, students will seek other channels of expression and place values on

a college education in accordance with the tone of academic discipline set by the teaching staff.

For the duration of the war, and with most of the fraternity houses likely to be utilized by the armed forces, the fraternities as a normal phase of campus life face suspension. At Cornell for many years they have served a useful purpose. In the years to come, by a rededication and some revision of purpose in keeping with the aims of the University, they can render a service befitting their professed ideals in the interests of brotherhood and the development of character.

COUNSELING

The counseling of students in this second year of the war has centered overwhelmingly in questions relating to military service. This absorbing prospect has swept aside most problems of vocational choice and has, without a doubt, relegated to insignificance many minor matters of personal adjustment which under normal circumstances might have provoked serious questioning. On the other hand, the war has created difficult personal situations for some students who otherwise might not have had occasion to seek assistance.

The Committee on Student War Service, originally established in the spring of 1941 as the University Committee on Student Counseling for National Defense, has been the focus of student counseling on war matters. In the fall of 1941 the Counselor of Students was appointed a member of this Committee, and in the summer of 1942 provided office space for its Chairman, Professor A. W. Gibson, and his secretary at 201 Tower Road. By this arrangement he has been obliged and glad to devote much of his time interviewing students on problems of military enlistment, especially in connection with the several college programs for Army, Navy, and Marine Corps Enlisted Reserves.

Certainly from the standpoint of student morale, no single factor in campus life this year has exerted a greater force than the confusion, uncertainty, and anxiety created among students by the armed forces, and in particular their programs for enlisted reservists. After the announcement that all able-bodied young men are destined for the armed forces it was inevitable that no such student could undertake his year's work with a feeling of security. Unfortunately, contradictory directives and careless public statements throughout the year were a further cause of restlessness and unsettlement. The campus, as a result, has been subject to waves of rumors, often difficult to dispel, and instances are reported of students acting hastily and unwisely on the basis of unverified information. There can be little doubt that the poor scholastic work of some students can be directly attributed to their surrender to these disturbing influences. On the other hand, it is equally clear that many other students have devoted themselves to scholastic work with increased interest and effort.

The *Sun* editors deserve to be congratulated for their conscientious efforts to maintain sanity and perspective amidst hysteria; through their own policies and their excellent cooperation with the Committee on Student War Service they have exercised over the student body a stabilizing influence of great force and commendability.

STUDENT AID

Full coordination of student aid facilities as proposed last year has been impossible this year due primarily to lack of facilities for the purpose. There have been some steps, however, toward the fulfillment of this purpose.

A file of records is being developed which in time will provide full information concerning the extent to which the University is rendering financial aid to students in loans, in grants-in-aid, and in scholarships. Filed with these records are statements of financial need, in which students set forth at intervals and in budget form their financial resources and expenses. When these records are completed significant facts about a student's financial need and the University's assistance to him will be available to all agencies in the University which award loans or scholarships.

In November the Counselor of Students assumed the chairmanship of the University Committee on Undergraduate Scholarships. Thus the awarding of over thirty more scholarships becomes allocated for administrative purposes to the Counselor's Office. At its February meeting this Committee faced the need for making the undergraduate scholarships available to students entering both in June and in October. Under the old system of competitive scholarship examinations this would have meant giving two groups of examinations and allocating an arbitrary number of scholarships to the June applicants before the number of October entrants could be known. The Committee therefore voted to award the undergraduate scholarships on the basis of comparative scores on examinations given by the College Entrance Examination Board. Scholarship candidates for both June and October admission were instructed to take the Scholastic Aptitude Test, the Achievement Test in English Composition, and any other two Achievement Tests of the C.E.E.B. on April 10, 1943, awards to be made to the highest ranking competitors regardless of time of entrance.

This new plan for awarding competitive scholarships possesses several advantages. As anticipated by the Committee it has increased the number of candidates; more than twice the usual number presented themselves for the April examinations. Among other advantages, most important perhaps is that successful candidates are assured of financial aid before coming to Ithaca and some of those who are unsuccessful are spared the time and expense of entering only to have to withdraw two weeks or so after registration. The undergraduate scholarships competed for in this way should prove to be more attractive to entering students than they have been in the past.

As of July 1, 1942, the Federal Security Agency of the U. S. Office of Education established a Student War Loans Program to assist students within twenty-four months of graduation in certain approved accelerated programs of study. For the year ended June 30, 1943, Cornell was allotted \$38,605, to be loaned to such students in Chemistry, Engineering, Physics, and Veterinary Medicine. The Counselor of Students, as Chairman of the Committee on Student Aid, was appointed Institutional Representative to administer the allotment to Cornell students. The loans enabled a student to borrow as much as \$500 for the fiscal year at a rate of $2\frac{1}{2}\%$ interest and provided liberal terms of repayment with cancellation or deferment of payment under certain circumstances of military service. By contract each borrower agrees to serve for the duration of the war in a civilian or military capacity approved by the Chairman of the War Manpower Commission. To students in Veterinary Medicine in particular these loans have been of great assistance.

This experiment by the Government is an interesting step in the direction of federal subsidy for students in higher education and its success or failure may well have a significant bearing on the future of college and university education in this country. Should the development of our national economy discourage or seriously curtail the setting up of endowment funds for student aid, some form of federal subsidy would be clearly indicated.

Apart from the College of Engineering Cornell does not offer scholarship aid to students commensurate with their financial need. Not only are scholarships in the other colleges limited in number, but the terms of award for many of them preclude any assistance to all but a small group of students who can meet the particular requirements in any instance. Often the location of a student's home is the determining factor or it may be his class in college, course of study, scholastic average, parentage, or sex. There is great need for scholarships without these restrictions which will recognize scholastic excellence or pecuniary need, or both.

Recognizing these circumstances, the Committee on Student Aid voted in March to create from available funds "a limited number of grants-in-aid, to be known as the University Undergraduate Bursaries, [which] shall be awarded throughout the year to undergraduate students who have been enrolled in the University for at least one term preceding their application, who have serious financial need, and who show promise of satisfactory scholastic achievement. Applications must be made to the Counselor of Students at least two weeks

before the beginning of any term for which a bursary is to be awarded, on forms supplied by the Counselor. Awards will be made at the beginning of each term by the Committee on Student Aid."

The grants-in-aid funds will not be used exclusively for this purpose. At all times an adequate proportion will be withheld to meet emergency demands for student relief.

DONALD H. MOYER,
Counselor of Students.

APPENDIX XXV

REPORT OF THE COUNSELOR OF WOMEN STUDENTS

To the President of the University:

SIR: I have the honor to present the report of the Counselor of Students for the year 1942-43.

Throughout this, the second year of the present administration of the Office of the Counselor of Students, the customary functions and considered plans for the development of this service have undergone revision due to the war emergency. Adjustment on the part of all concerned has been necessary to meet changes in living conditions, social pursuits, and in academic responsibilities under the accelerated program.

ENROLLMENT AND HOUSING OF WOMEN

Enrollment of undergraduate women in the fall semester showed an increase of 33 over the previous year. The number living and working off campus decreased by 68 thus making a total of 101 additional women to be housed.

Sage dormitory having been assigned to the Navy during the summer, 206 undergraduate women, ordinarily housed in Sage, were placed in 21 cottages. This brought the total residents in small units on campus to 361.

Table I shows the distribution of 1942-43 enrollment of undergraduate women by colleges, and gives comparative figures on total enrollment of undergraduate women for the past seven years.

TABLE I
ENROLLMENT OF WOMEN STUDENTS
1942-43

Class	FIRST TERM				Total Under-Grad.			SECOND TERM				Total Under-Grad.		
	1943	1944	1945	1946	Spec.	Grad.	Total	1943	1944	1945	1946	Spec.	Grad.	Total
Number by Colleges:														
Home Economics...	100	121	134	149	504	...	...	87	115	129	144	475	...	...
Agriculture.....	36	36	41	47	160	...	...	36	29	34	40	145	...	...
Arts & Sciences....	131	161	211	229	732	...	...	124	128	193	240	685	...	...
Architecture.....	5	6	12	9	32	...	...	3	6	6	3	18	...	...
Law.....	6	...	...	...	6	...	...	8	...	...	...	8	...	...
Hotel.....	2	4	8	9	23	...	...	1	4	8	10	23	...	...
Veterinary.....	2	3	1	...	6	...	...	1	4	...	...	5	...	...
Engineering.....	...	1	1	6	8	...	...	2	1	7	...	10	...	...
Totals.....	282	332	408	449	1471	...	...	260	288	371	450	1369	...	...
Number of transfers:	...	...	...	...	...	...	...	74	...	...	...	...	...	...
1936-43														
Undergraduate totals.....	1165	1227	1319	1308	1358	1438	1471							
Totals Including Graduates*	1299	1377	1497	1468	1495	1589	1612							
Freshmen and Transfers.....	376	426	435	393	407	497	523							

*Not including withdrawals.

CHANGES IN THE CHAPERON STAFF

The housing required to accommodate 1,471 women in the fall of 1942 consisted of three dormitories, five cottages on The Circle, and the large frame apartment house on Fall Creek Drive. In addition, the University's cottages and the thirteen sorority houses were filled to capacity. With the inauguration of The Circle as a dormitory for undergraduate women, Mrs. Gladys Barteau was transferred from Comstock B to the position of head resident of The Circle. Mrs. Helen Halsey was appointed to fill the position at Comstock B. Mrs. Elizabeth L. Prowse was transferred from a cottage to the position of head resident of 207-11 Fall Creek Drive. The six cottage chaperons of the preceding year were retained. Two of the cottage chaperons of the previous year remained in cottages, Mrs. George B. Worthington and Mrs. Alice M. Leonard; three were appointed to positions in sororities, Mrs. Clifton B. English, Mrs. W. Hasbrouck Snyder and Mrs. Kenneth O. Chisholm.

Table II shows the Distribution of Women Students 1942-43 by Residence and Class.

NEW HOUSING FOR 1943-44

Preparatory to accepting its allotment of Army and Navy trainees on July 1, 1943, the University has abandoned its use of cottages on the campus for undergraduate women and has leased eight fraternity houses and one cottage north of the gorge to supplement housing already established in that area. The Circle, which houses approximately ninety girls, is the only unit of housing between the gorges for undergraduate women. It is planned that the two cottages on Dryden Road will be assigned to twenty-five graduate women and will be maintained by the University.

CHANGES IN THE STAFF OF THE OFFICE

In order to facilitate direct counseling in student residences a study was made of this problem, anticipating a marked increase in units of housing for women. Counseling for cottage chaperons was assigned to the first assistant, Miss Eleanor Simonds; counseling for the dormitory head residents to Miss Elizabeth Thulin; and that for the sororities to Mrs. Lucille Turquette. This distribution of work was made possible by the creation of a new position beginning in July, 1942, to which Mrs. Lucille Turquette was appointed following her two years of service in the office. In February it was necessary to redistribute this work to the two remaining assistants due to the resignation of Miss Elizabeth Thulin, who accepted an appointment as Senior Program Director of the Officers Club of Camp Shanks, New York. Miss Thulin's position remained unfilled throughout the semester. On September 1, Miss Phyllis Cole was appointed to fill the position vacated by Mrs. Turquette when she assumed her new responsibilities in the office.

STUDENT AID

Although the total number of students engaged in self-help has remained approximately the same over a three-year period, there has been a definite shift in the type of employment favored. With many more opportunities for work opening up on the campus, the number of students working for their living in private homes has decreased by nineteen while the number earning board in the various dining services on the campus has increased by thirteen in the last year and by thirty-nine over the year before ('40-41). It cannot be concluded from these figures in Table III (B) that fewer students found it necessary to earn all of room and board. It is possible that in previous years some were earning their entire living in private homes who might have lived on campus if sufficient campus opportunities for earning meals had been available. Also, the de-

TABLE II

DISTRIBUTION OF WOMEN STUDENTS 1942-43 BY RESIDENCE AND CLASS

	FIRST TERM										SECOND TERM									
	1943					1944					1945					1946				
	Total					Total					Total					Total				
	1943	1944	1945	1946	Under- Grad.	1943	1944	1945	1946	Under- Grad.	1943	1944	1945	1946	Under- Grad.	1943	1944	1945	1946	Under- Grad.
Balch.....	145	22	163	14	344	..	..	..	..	..	1	345	123	5	78	..	29	141	51	345
Risley.....	2	75	32	95	204	..	..	..	..	..	..	204	5	72	28	..	72	28	95	200
Comstock.....	..	26	5	47	78	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2
207-11 Fall Creek Dr.....	1	11	4	23	39	..	..	..	..	..	..	39	1	7	2	..	7	2	25	35
1 The Circle.....	..	5	2	15	22	..	..	..	..	..	..	23	..	4	3	..	4	3	14	21
2 The Circle.....	..	8	2	3	13	..	..	..	..	..	..	13	..	7	2	..	7	2	3	12
3 The Circle.....	..	2	2	13	17	..	..	..	..	..	..	17	..	3	2	..	3	2	13	18
4 The Circle.....	..	11	..	7	18	..	..	..	..	..	..	19	1	7	..	..	7	..	10	18
5 Reservoir.....	1	12	..	5	18	..	..	..	..	..	..	19	3	8	..	..	8	..	6	17
5 East Avenue.....	..	8	2	10	20	..	..	..	..	..	..	20	..	7	2	..	7	2	10	19
9 East Avenue.....	1	..	1	14	16	..	..	..	..	..	..	16	..	..	..	..	..	1	14	15
15 East Avenue.....	..	7	1	12	20	..	..	..	..	..	..	20	3	4	..	..	..	1	12	20
3 Grove Place.....	..	2	1	12	15	..	..	..	..	..	..	15	..	4	..	..	..	..	11	15
5 Grove Place.....	..	8	2	7	17	..	..	..	..	..	..	17	..	7	1	..	..	1	16	17
4 South Avenue.....	..	1	..	16	17	..	..	..	..	..	..	17	..	1	..	..	..	..	10	18
9 South Avenue.....	1	3	6	8	18	..	..	..	..	..	..	18	2	2	4	..	2	4	10	18
302 Wait Ave.....	..	3	9	7	19	..	..	..	..	..	..	19	..	2	7	..	2	7	9	17
308 Wait Ave.....	..	2	9	6	17	..	..	..	..	..	..	17	..	5	5	..	5	5	7	17
613 Thurston.....	..	1	1	3	5	..	..	..	..	..	..	5	..	1	..	..	1	..	8	9
205 Fall Creek Dr.....	..	4	1	6	11	..	..	..	..	..	..	11	..	4	1	..	4	1	6	11
722 University.....	..	2	1	14	17	..	..	..	..	..	..	17	..	2	..	..	2	..	14	16
706 Stewart.....	..	1	..	21	22	..	..	..	..	..	..	22	..	1	..	..	1	..	21	22
410 Dryden Rd.....	..	1	..	9	10	..	..	..	..	..	..	10	..	1	..	..	..	..	9	10
413 Dryden Rd.....	..	..	3	12	15	..	..	..	..	..	..	15	..	..	3	..	..	3	12	15
2 South Avenue.....	3	..	..	..	3	..	..	..	..	..	..	9	..	..	..	..	..	..	..	11
7 South Avenue.....	..	2	1	18	21	..	..	..	..	..	..	22	3	..	..	..	..	17	22	3
Sorority.....	91	74	98	1	264	1	..	..	..	..	..	264	85	68	108	..	3	108	1	262
Room and Board.....	3	14	15	10	42	1	3	..	..	..	..	46	2	10	13	..	10	13	9	34
Home.....	21	24	37	35	117	7	16	..	..	..	..	140	16	22	36	..	22	36	35	109
Special Permission.....	8	3	6	2	19	2	..	..	..	..	..	21	4	2	5	..	2	5	1	12
Relatives.....	5	..	4	3	12	..	..	..	..	..	..	12	6	3	3	..	3	3	4	16
Approved Rooms.....	..	..	..	..	..	..	8	..	..	..	..	62	3	3	..	..	..	..	..	3
Approved Apts.....	..	..	..	..	..	..	6	..	..	..	..	27	3	1	..	..	..	..	..	4
Commuting.....	..	..	..	1	1	1	1	..	..	..	..	5	7	..	..	..	..	..	..	..
Non-Resident.....	..	..	408	449	1471	..	..	..	..	..	..	1612	..	..	..	..	..	..	..	..
Total.....	282	332	408	449	1471	26	115	1612	260	288	371	450	1369	18	109	1496				

crease in the number of students working under N. Y. A. (eight less than last year and twenty-six less than in 1940-41) may be largely due to the variety of part time jobs available outside of N. Y. A.

It should be noted that in counseling on student self-help problems there was a shift in emphasis. In previous years students have been advised to undertake no more earning projects than absolutely necessary to meet their financial needs in order that they might devote as much time as possible to their scholastic and extra-curricular opportunities while in college. During the current year, with the general shortage of help beginning to be felt on the campus and elsewhere, students have been directed to do their share in filling needed jobs. It is evident that the coming year will find this situation so acute that even though many may not need the financial assistance to meet expenses more students will be working in the dormitory food service, the Home Economics and Willard Straight cafeteria services, or in the Mess hall on a remunerative basis.

Table III (A) gives the figures on Part time Employment for 1942-43 by Colleges.

Table III (B) gives the comparative figures for the five-year period, 1938-43.

TABLE III (A)

PART TIME EMPLOYMENT

1942-43

FIRST TERM	Arts	H. Ec.	Agr.	Arch.	Vet.	Hotel	Totals
Earning room and board in homes and dormitories	9	22	18	..	..	..	49
Earning room only	..	1	1	..	1	..	3
Earning board in dorms, W.S., H.E. Cafeteria	33	126	28	1	..	5	193
Earning cash through N. Y. A.	9	15	13	1	1	..	39
Totals	51	164	60	2	2	5	284
Net Totals	50	160	55	2	1	5	273
Percentage by College	6.8	31.7	34.3	6.25	16.6	21.7	18.55
College Enrollment	732	504	160	32	6	23	1471

SECOND TERM

Earning room and board in homes and dormitories	9	21	15	..	..	..	45
Earning room only	..	1	1	..	..	..	2
Earning board in dorms, W.S., H.E. Cafeteria	35	125	31	1	..	7	199
Earning cash through N.Y.A.	9	16	14	1	1	..	41
Totals	53	163	61	..	..	..	287
Net Totals	51	157	57	2	1	7	275
Percentage by College	7.4	33.05	39.3	11.1	20.00	30.4	20.08
Enrollment	685	475	145	18	5	23	1369

TABLE III (B)

PART TIME EMPLOYMENT—COMPARATIVE FIGURES ON FIVE-YEAR PERIOD

	1938-39 * Aver **			1939-40 * Aver **			1940-41 * Aver **			1941-42 * Aver **			1942-43 * Aver **		
Room and Board in Private Homes	85	87	78	83	78	74	69	65	61	70	65	61	43	46	38
Room and Board in Dormitories	7	7	7	7	7	7	9	9	9	9	9	9	9	9	9
Board in Dorms, W.S., Sors., H.E. Cafeteria	179	175	172	161	159	157	159	157	156	182	183	184	193	196	199
National Youth Administration	43	47	52	60	65	71	57	66	75	49	48	47	39	40	41
Enrollment Undergraduate	1319*			1308*			1358*			1432*			1471*		
Women	1259**			1276**			1316**			1363**			1369**		

*First semester.

**Second semester.

LOANS TO WOMEN STUDENTS

Table IV shows the comparison of the amounts loaned to students on a long-time basis through student loan funds, on a short-time basis through the Alumnae Loan Fund, and the grants-in-aid.

TABLE IV

LOANS TO STUDENTS

Classes	Student Loans		Alumnae Fund		Grants-in-aid		Total Aid	
	No.	Amount	No.	Amount	No.	Amount	No.	Amount
1943.....	24	\$3,975.35	..	.....	1	\$ 50.00	25	\$4,025.35
1944.....	7	865.00	5	\$65.00	..	.....	12	930.00
1945.....	3	577.50	2	10.00	2	75.00	7	662.50
1946.....	1	100.00	..	.....	1	300.00	2	400.00
Totals.....	35	\$5,517.85	7	\$75.00	4	\$425.00	46	\$6,017.85

VOCATIONAL INFORMATION

Student interest in vocational information has been stimulated during the current year by three attitudes on the part of the students themselves: (1) The wish to earn as much as possible as quickly as possible in order to continue their education or to set up a home; (2) The recognition of a lifetime opportunity to make their personal qualifications and training launch them prematurely on a career; and (3) A genuine desire to find the position for which they are qualified which will give the maximum results in the war effort. Colleges and Departments, accustomed to bringing vocational information to students, increased their efforts for their own students and offered their services to students generally. University offices co-operated in an effort to bring timely vocational information to the campus, particularly for women in the College of Arts and Sciences and the College of Agriculture. The Federation of Cornell Women's Clubs' Committee on Fields of Work for Women developed a program for its annual conference held on December 5, 1942, when Cornellians presented pertinent information concerning their positions which were directly related to the war. At various intervals representatives from the WAAC and the WAVES spoke to groups and interviewed individuals. Pamphlets and posters on the armed services for women were widely distributed. Information on all branches of the armed services for women has been available and all senior women have been encouraged to investigate the opportunities they offer. Curiosity on the part of Cornell women thus having been satisfied, little further interest has been shown. To date only two women from the senior class have enlisted. Miss Elizabeth Keller and Miss Mary Osborne, Arts '43, reported for duty with the WAVES on April 15. Industry has had better results. Women from all colleges and schools on the campus reported for positions in industry for the summer months. Many who have been trained in specific fields, such as Home Economics, Social Work, Sciences and Teaching, have been enticed by the offers of training, high salaries, and opportunities for advancement offered by industrial recruiters. Marked interest has been noted in the positions which offer training.

VOCATIONAL INTEREST SURVEY

For the purpose of informing undergraduate women of the urgent need for trained personnel in special fields and of the training available on the Cornell campus, a mass meeting for women was held on the evening of December 9, 1942. The program was planned jointly by the College of Engineering, the College of Home Economics, and the College of Arts and Sciences. The meeting was called by the Counselor of Students, who presided. The speakers were Dr. Cornelius Betten, Dean of the University Faculty; Dean S. C. Hollister, College of Engineering; Dean Sarah Gibson Blanding, College of Home Economics; and Professor C. W. de Kiewiet, Professor of History. Following the program, Dean Hollister

directed the students in filling out a questionnaire which had been prepared jointly by the College of Engineering, College of Home Economics, and the Counselor of Students. The answers to the questionnaire showed that interest was high in the fields of Business and Industry, Home Economics, Health, Foreign Service, and Education.

Letters were sent in April to 252 students who had indicated an interest in nursing, telling them of an invitation for week-end visits from The Cornell University New York Hospital School of Nursing. Replies were received from 89. A summary of the replies by colleges follows:

	<i>H. Ec.</i>	<i>Ag.</i>	<i>Arts</i>	<i>Total</i>
Additional information wanted.....	11	6	13	30
Discussed with adviser.....	12	2	12	26
Approved by adviser.....	11	2	10	25
Discouraged by adviser.....	1	0	2	3
Have applied for nursing.....	6	2	6	14
Applied at C. U.-N. Y. H. S. N.....	5	0	3	8
Will apply for nursing.....	9	4	14	27
Will apply at C. U.-N. Y. H. S. N.....	3	0	4	7
Favorable family attitude.....	13	5	17	35
Unfavorable family attitude.....	5	0	2	7
Wish to visit C. U.-N. Y. H. S. N.....	8	4	10	22
Total number of questionnaires sent.....	..	..	..	252
Total number of replies.....	..	..	..	89

Arrangements for the visits of students to the hospital were made as follows: May 15, 2; May 29, 4; June 5, 9; June 12, 8; and June 19, 1. Favorable reports on the visits were received from the Director of the School and from the student visitors. It is the consensus that all students interested in nursing should be encouraged to make such a visit to the New York School.

WAR PAMPHLETS FOR WOMEN

Under the auspices of the Faculty Committee on War Service, the University published a pamphlet called "Cornell Women in the War" which was distributed to undergraduate women just prior to registration for the term. At registration for the second semester each woman student was supplied with a pamphlet called "Emergency Short Courses" prepared by a special committee under the direction of the Dean of the University Faculty.

CURTISS-WRIGHT CADETTEs

Cornell University is one of eight educational institutions chosen by the Curtiss-Wright Aircraft Corporation for the training of college women above the sophomore year in aircraft engineering. On February 15, 1943, 115 women from colleges throughout the country enrolled in the College of Engineering under the Curtiss-Wright program for a period of ten months.

The 115 Cadettes, the largest number of women transfer students to be received on the campus at one time, were assigned accommodations in the two units of Comstock Dormitory. These students are under W. S. G. A. regulations with the privilege of electing their officers three times during the ten-months period. Due to their academic schedule it is not possible, however, for the Curtiss-Wright Cadettes to participate in as many extracurricular activities as the average woman student. This fact greatly curtails interaction with other groups on campus.

REGISTRATION OF SOCIAL EVENTS

The following table summarizes the social affairs which were registered at the Office of the Counselor of Students from September 1942 through May 1943.

	<i>Informal</i>	<i>Formal</i>	<i>House-parties</i>	<i>Misc.</i>	<i>Total</i>
Organizations having houses (74)	393	66	82	257	798
Organizations not having houses	129	27	3	44	203
Totals.....	522	93	85	301	1001

Comparative Figures on Social Activities for Five-Year Period

	<i>Informal</i>	<i>Formal</i>	<i>House-parties</i>	<i>Misc.</i>	<i>Total</i>
1942-43.....	522	93	85	301	1001
1941-42.....	252	74	137	257	720
1940-41.....	298	94	151	176	719
1939-40.....	325	84	136	149	694
1938-39.....	314	89	123	144	670

	<i>1942-43</i>	<i>1941-42</i>	<i>1940-41</i>	<i>1939-40</i>	<i>1938-39</i>
Total number of activities of organizations having houses....	798	571	522	505	480
Total number of activities of organizations not having houses	203	149	187	190	150
Largest number reported by one organization.....	24	19	22	16	24
Number of groups reporting ten or more functions.....	40	24	18	16	14

Participation in Campus Social Events by students in the Navy was encouraged throughout the year. Many informal events were planned especially for them. The conduct and attitude of these men was such that their social participation was welcomed by student groups.

WOMEN'S SELF GOVERNMENT ASSOCIATION

Under the leadership of its President, Miss Doris Fenton, Home Economics '43, the Women's Self Government Association has maintained its efficiency under rapidly changing conditions. The organization began its year's administration well aware of two problems growing out of the war conditions on campus: the first, the increase in women's cottages from ten to twenty-two; the second, the adjustment of social life in the residences to meet the needs of the students who were accelerating. The increase in the number of cottages required a corresponding increase in student officers. Many of the Vice-Presidents in charge of cottages had not had the benefit of the Vice-President Training School held by W. S. G. A. in the spring. Unfortunately schedules of the early days of the fall semester would not permit repetition of the training school. Accordingly, the new Vice-Presidents were inadequately trained and required an unusual amount of attention from the President and Vice-President during the first semester. During this period, as previously indicated, a number of changes were made in chaperons in the cottages. At mid-term a number of Vice-Presidents left the campus because of marriage or graduation, which increased the difficulty of maintaining the organization's standard of student government in the living units. Significant credit is due the Vice-President of W. S. G. A., Miss Betty Jane Bockstedt, Home Economics '44, for the successful administration of W. S. G. A. within the cottages under unusually trying conditions.

In anticipating the changes in social life, W. S. G. A., while forthright in expressing its point of view, at all times co-operated unflinchingly on proposals to curtail extravagance and excess in the social life of the campus. A noteworthy example of W. S. G. A.'s stamina in this connection is evidenced by its consistent support of the point of view set forth by the Faculty Committee on Student Activities at its October meeting when it ruled that there would be no house parties on the campus for the duration. W. S. G. A.'s faithful interpretation of this ruling was

consistently maintained in spite of the fact that enforcement of the ruling fell on its own members exclusively. The organization was criticized by women as well as men on the campus, and the officers are to be commended for the manner in which they met the situation.

War projects of students on the campus had the full support of W. S. G. A. in the appointment of women representatives for specialized work. The organization, feeling that its representatives on Student Council exercised a more significant influence than in any previous period, accepted increased responsibility in student affairs generally. These representatives were stimulated to a more serious consideration of larger and more far-reaching problems than W. S. G. A. had normally found to be within its sphere. Noteworthy examples may be found in the records of Cornell for Victory in its Victory Chest, Blood Bank Campaign, and Scrap Drive; in the Women's Residences Blackout Regulations, and the Nurses Aides. Some two hundred women students with Home Nursing training volunteered to serve the University Infirmary in shifts from 7:00 a.m. through 10:30 p.m. Further examples are to be found in the organization's co-operation with campus efforts to bring vocational information to women, to help condition women students to the curtailment of special services in the dormitories and in their sorority houses, and to a simplified plan of rushing in sororities.

Due to the accelerated program, W. S. G. A. is studying sections of its constitution dealing with the selection of officers in order to adjust to the three-semester calendar. This and other problems growing out of war conditions have stimulated interest in the organization that will undoubtedly strengthen W. S. G. A.'s influence among individual students as well as with organized groups.

THELMA L. BRUMMETT,
Counselor of Students.

APPENDIX XXVI

REPORT OF THE COMMITTEE ON STUDENT WAR SERVICE

To the President of the University:

SIR: I have the honor to present a report from the Committee on Student War Service for the year 1942-43.

As a result of action by the University War Council, taken near the end of last year, the Committee on Student War Service was given an appropriation and was instructed to open a central office where information on war-training programs and enlistment opportunities and procedures would be assembled and where students might get information and advice on these important subjects. A full-time secretary was employed and on August 10, 1942, an office was opened in the Babcock House in rooms adjacent to the office of the Counselor of Students for Men. The Chairman of the Committee was appointed Armed Services Representative for the University and under that designation was supplied by the several branches of the armed forces and the Army-Navy-Marine Corps-Coast Guard College Procurement Committee with all directives that were issued affecting college students.

The situation facing students was complicated from the start and more so at Cornell and other institutions having ROTC units than in those which did not offer that training. In May 1942 the Pre-induction Training Program of the Army had been announced. On the fourth of June the Secretaries of War and Navy had agreed that in colleges having Army ROTC units, students were not eligible for enlistment in the Naval Reserve or Marine Corps Reserve while taking the Basic Course in Military Science and Tactics. This immediately put the Army ROTC institutions at a disadvantage since they had freshmen and sophomore students who preferred to serve with the Navy but who were prevented from enlisting in that branch by the new regulation. While it was provided that the student who desired service with the Navy might be discharged from the Army Enlisted Reserve Corps to enlist in the Navy after completing his basic ROTC training,

an official procedure for making this desire known was not set up until in October and then did not apply to those who had enlisted prior to October first.

This arrangement made it necessary for all students of the freshman and sophomore classes, who had enlisted or who applied for enlistment in the future to sign forms in the presence of the Armed Services Representative declaring the branch of service in which they intended eventually to serve. These students had many questions about the implications of the procedures that had been set up, so that considerable time had to be spent in a thorough discussion of nearly all individual cases. In addition large numbers of other students were coming to the committee office for information and counseling. In order to take care of the calls with a reasonable degree of promptness it became necessary to find additional staff members who would familiarize themselves with the regulations and assist in explaining them to the students. Donald Moyer and J. C. Adams of the committee, and T. G. Bergin, Whiton Powell, and Charles Weir gave valuable assistance. Without their help it would have been impossible to serve the many students who came to the office. All of the committee members were kept informed of developments in the military programs by frequent meetings and letters. Each member was supplied with a complete file of the Bulletins prepared by the American Council on Education to inform colleges about military programs and Selective Service regulations applying to college students. As much as feasible of the counseling was dispersed to the committee members in their offices to avoid congestion in the committee office and to make certain that the special circumstances prevailing for students of each group were adequately covered. The *Cornell Daily Sun* cooperated fully and generously in printing all information on the Reserves that was supplied from the committee office.

It would be impossible in a brief report to trace the unfolding of the Army and Navy programs for our students and the effect of the various regulations and decisions as they appeared, but a few general considerations should be recorded. The programs were announced in the beginning in such a way that students were led to believe that attendance at college was a patriotic obligation and that by joining one of the Reserves considerable college education and probably time to complete a full college course would be assured. In September the announcement of the Secretary of War that students in the Army Reserve Corps would be called to active duty at the end of the term in which they reached draft age shattered that illusion, but just how and when they would be separated from college and inducted into military service, and what their status would be then, was extremely uncertain for months. It was my impression, after contact with large numbers of them, that the great majority of our students met the situation with good sense and as much patience as could be expected from any group, no matter what its age or circumstances.

On December first the restriction against the enlistment of students taking Basic Army ROTC in the Naval Reserve was lifted and on the fifth of the month all enlistment was stopped except that ten days were allowed for those who had already made application. In the interval a recruiting party from the Office of Naval Officer Procurement came to the campus to enlist in V-1 or V-7 the students who had made application for that branch. In the latter part of February and early March the students of the Air Forces Reserve were called out unexpectedly and on short notice. In April, following the spring vacation, the Army called the students of the Army Enlisted Reserve Corps who were not in deferred classes. Following the close of the college year, and in most instances around the middle of June, the engineers and other deferred groups of the ERC were called. The pre-medical students were ordered to active duty at about the same time, but a change in regulations resulted in a revocation of the orders and an arrangement permitting those enlistees, who had not completed their pre-medical training and had been accepted at medical colleges, to continue their pre-professional training in civilian status. The students of the Naval and Marine Corps Reserves will report back to the campus, on active duty, on July 1.

The office has kept a record of all students who were reported to have enlisted in any of the military reserves. These are believed to be quite complete for the Army, Naval, and Marine Corps Reserves. They are not as accurate for the Air

Forces because many students enlisted to be called to active duty whenever needed and were not reported to their colleges as were those who were enlisted with deferred status. The two groups however were ordered out at the same time. We have carried the record of each enlistee to the date he was ordered to report for active duty.

The table below shows the number of students who were reported officially to have enlisted in the various military reserves. Besides these we have cards on file for 629 students who made application for enlistment in the Army Enlisted Reserve Corps, but were not enlisted, which makes a total of 2235 students on whom we have formal records with respect to enlistment. We kept no record of those who came just for consultation.

STUDENTS REPORTED OFFICIALLY TO BE ENLISTED IN MILITARY RESERVES, ACCORDING TO THEIR ORIGINAL ENLISTMENT, AND SHOWING TRANSFERS TO OTHER BRANCHES.

Army Enlisted Reserve Corps.....	1136
Transferred to Air Forces.....	59
" " V-1.....	74
" " V-5.....	10
" " V-6.....	8
" " V-7.....	19
" " Marine Corps.....	15
" " Advanced ROTC.....	41
Discharged.....	2
	<u>228</u>
Army Air Forces Reserve.....	159
Naval Reserve.....	
V-1.....	117
V-5.....	10
V-6.....	2
V-7.....	130
Marine Corps Reserve.....	52
Total recorded enlistments.....	<u>1606</u>

The work of the committee was furthered in every way by the officers of the Army and Navy on the campus. But for their cooperation the task would have been much more difficult. Without exception the officials of the Armed Forces with whom the chairman dealt as Armed Forces Representative were cordial and cooperative. Each one was doing his best in an admittedly difficult situation.

In September, just prior to the opening of the fall term the committee published a bulletin, Cornell Women in the War, which gave information about various types of war work in which women were needed. It was designed to assist the women students in planning their programs. Copies were distributed to each undergraduate woman enrolled in the University.

The membership of the committee was expanded during the year and included the following: J. P. Hertel and H. S. Tyler of the College of Agriculture; J. N. Tilton, jr., of the College of Architecture; J. C. Adams, R. C. Gibbs, A. W. Laubengayer, L. L. Barnes, jr., and R. P. Sibley of the College of Arts and Sciences; R. F. Chamberlain, Carl Crandall, S. S. Garrett, W. L. Malcolm, H. H. Williams, and C. C. Winding of the College of Engineering; Sarah G. Blanding of the College of Home Economics; H. B. Meek of the Department of Hotel Administration; W. H. Farnham of the Law School; Peter Olafson of the College of Veterinary Medicine; Thelma L. Brummett and D. H. Moyer, Counselors of Students; F. M. Coffin of Willard Straight Hall; Colonel E. R. VanDeusen, Commandant of the ROTC; Lieutenant Commander A. S. Adams of the U. S. Navy; E. K. Graham and A. W. Gibson, secretary and chairman respectively of the committee. Mrs. Frances B. Powers, office secretary, spent much of her time in counseling students, and had full charge of the records, both of which she did exceptionally well.

A. W. GIBSON,
Chairman of the Committee on Student War Service.

APPENDIX XXVII

REPORT OF THE DIRECTOR OF THE
UNIVERSITY PLACEMENT BUREAU

To the President of the University:

SIR: I have the honor to present the report of the University Placement Bureau for the year 1942-43.

GENERAL

Placement work has continued to be an important activity this past year in spite of the man-power shortages in industry and agriculture and the increasing demands of the armed forces. In fact it is because of these conditions that placement work has been important and correspondingly helpful. With so much of our country's activity in the essential category, peacetime businesses unable by their nature to adapt themselves to a war economy have been reduced to a minimum, and the University Placement Bureau has had its share in the relocation of their employees into war industries or the armed forces. An intimate knowledge of the needs of employers and of the fields of greatest need for skilled personnel within the armed forces has given the Bureau an opportunity to serve its seniors and alumni, as well as employers, during this time. Greatly expanded opportunities for women have, of course, meant a corresponding increase in placement activity in this field, involving rather wide publicity of fields of work open to women, and the guidance of those qualified into useful positions.

Of particular interest and usefulness has been the special War Service Registration conducted jointly by the University Placement Bureau and the College of Engineering. Early in the summer of 1942 each engineer graduated between 1912 and 1942 was asked by letter to register his qualifications for war service, in case he felt he might be more usefully employed. The response to this request was excellent and as a result a sizable file of engineers was available for study by the Army, the Navy, and interested war industries. This file was used successfully by these organizations in their search for qualified and available personnel.

During the latter part of the year the effectiveness of the University's placement service in the New York area was given considerable study by a committee of the Alumni Corporation and by the Bureau. It is a pleasure to report that this study has brought about a reorganization of the New York work which serves the large group of Cornell alumni living in that area. Beginning with the fiscal year 1943-44 the Employment Service at the Cornell Club of New York becomes the New York office of the Cornell University Placement Service; payment of fees for placement by alumni registered in that office will be eliminated; and definite steps to provide placement service for New York Cornell alumnae will be taken.

ALUMNI PLACEMENT

The nature of the Bureau's alumni placement work is suggested above and in the tables which follow. The number of placements recorded is always somewhat below the actual figure because of the difficulty of accurate follow-up. This difficulty has been even more apparent during the current year. The number of active registrants has materially declined, to sixty-five per cent of the figure a year ago. Placements actually reported declined to seventy-eight per cent of the previous figure, indicating a relative gain in placement of the group available, as would be expected.

The "Registrants Available" bulletins which now go to approximately nine hundred active companies, have continued to meet with the approval of employers. Their usefulness to the Bureau has been expanded through the inclusion of news items concerning phases of the Bureau's work. One bulletin was, in fact, an attempt to assist a University department in developing its plan for teaching

certain subjects, by requesting the advice of employers. It was gratifying indeed to receive well over two hundred carefully prepared and usable replies to this survey.

TABLE I
ALUMNI PLACEMENT STATISTICS

<i>University Placement Bureau</i>	1943	1942	1941
Number of placements.....	25	32	34
Number of positions listed.....	585	620	746
Number of active registrants.....	232	356	428
*Number of inactive registrants.....	2062	1863	1614
<i>Employment Service of the Cornell Club of New York, N. Y.</i>			
†Number of placements.....	19	29	62
Number of positions listed.....	520	630	350
Number of active registrants.....	230	260	360
Number of inactive registrants.....	2130	2030	1810
<i>Registrants Available Bulletin Results</i>			
Number of candidates listed.....	82	214	
Number of individual candidates of interest to employers.....	78	172	
Total number of inquiries concerning individual candidates.....	380	1018	
Number of companies on mailing list.....	895	757	
Number of companies making use of service.....	157	316	

*In addition, there are 2,034 registrations of former seniors on file.

†Placements with government agencies and the armed forces not included.

SENIOR PLACEMENT

The same difficulty experienced in keeping up to our alumni this past year was encountered in securing accurate statistics concerning senior employment. The imminence of military service and the large number of possible jobs to choose from has meant that many seniors left the campus with no definite decision as to their immediate future plans. The report which follows, and which includes both men and women, does indicate that the percentage of our seniors unemployed or unheard from has reached the low figure of twelve per cent. There has been a definite trend away from graduate study and a considerable increase in the number of women starting to work without delay, particularly in the necessary field of Home Economics.

TABLE II

EMPLOYMENT OF 1943 GRADUATES

*Placements Reported to the Bureau and the Several Colleges and Departments
as of June 30, 1943*

College	Positions Reported	Armed Forces	Con- tinuing Studies	Total Class	Percentage 1943	Unemployed or not Reporting 1942	1941
<i>Agriculture</i>							
Men.....	27	101	9	151	9%	16%	33%
Women.....	16	..	1	29	41%	32%	63%
Architecture.....	7	7	..	14	0%	20%	28%
<i>Arts and Sciences</i>							
Men.....	15	125	9	177	16%	11%	21%
Women.....	*65	4	32	147	31%	39%	51%
<i>Engineering</i>							
A.E.....	14	50	..	67	4%	5%	4%
C.E.....	9	21	1	33	6%	9%	3%
E.E.....	10	13	1	24	0%	3%	4%
M.E.....	26	28	1	57	4%	5%	4%
Chem.E.....	21	5	..	27	4%	0%	12%
Home Economics	*88	..	2	99	9%	33%	45%
Hotel.....	5	36	..	41	0 $\frac{3}{4}$ %	6%	3%
Veterinary.....	21	10	2	36	8%	47%	26%
Total.....	324	450	58	902	12%	19%	31%

*Includes those married or planning early marriages, 11 in Arts and Sciences and 18 in Home Economics.

It is of interest to report that in spite of the relative scarcity of employable seniors ninety-four companies interviewed students on the campus and an additional number corresponded with the Bureau and the various Colleges with reference to seniors.

The Bureau assisted the office of the Counsellor of Students with the preparation and analysis of a Vocational Interest Questionnaire directed to the women students of the University. The questionnaire, and the mass meeting at which it was introduced, served well to stimulate thinking along vocational lines and to present the particular need for women in certain essential war jobs. Through the results of this questionnaire it was possible for the Bureau to select women of special interests and to acquaint them with the specific opportunities available to them. Thirty undergraduates left Cornell to become enrolled as Cadettes in training for sub-engineering work with the Curtiss-Wright Company. Eighteen seniors were enrolled in an E. S. M. W. T. course in map-making, later to be employed by the Army in that capacity. Others were directed to industrial jobs, or were able to shift their major fields of study to prepare more adequately for future usefulness.

UNDERGRADUATE PLACEMENT

Summer Placement: With a summer session, an eleven-week term, and a full sixteen-week term all in progress during the summer of 1942, summer placement work was at a minimum. The demand for camp counsellors continued and the need for them was acute with many regular counsellors otherwise engaged and camp enrollments still in a healthy condition.

TABLE III
SUMMER PLACEMENT DATA

	1943	1942	1941
<i>Placements Reported</i>	11	58	30
<i>Calls</i>			
For camp work	68	72	61
For other work.....	23	77	60
<i>Registrations</i>			
For camp work.....	21	70	165
For other work.....	85	227	337

Term-Time Placement: The demand for student labor has increased as the help ordinarily available to our University Departments, local residents, and businesses has been drained off by the armed forces and more lucrative opportunities elsewhere. The increase has been much greater than indicated below as many discouraged potential employers did not bother to list their needs. During this same period student enrollment declined steadily because of calls to active service. Earnings per hour rose and only the more permanent and more attractive jobs could be filled. It was evident also that the average student had less need for work than in the past. It is interesting that the inter-play of all these factors resulted in student earnings through the Bureau, aside from the N. Y. A. payroll, almost identical to those of last year. This fact lends support to the belief that there is a constant amount of student employment possible in a community such as Ithaca, regardless of the times, and that any great increase in opportunities for student employment must come through some organized plan of student-work, supported financially by special funds from some source.

During the past several years the National Youth Administration has provided these funds. Allotments, year by year, have rather closely approximated the actual need for them at Cornell, and the number of students aided month by month this past year is evidence of the declining need at this time. The program has been eliminated by Congress for the coming year, but it should be recorded that many Cornell students have found N. Y. A. assistance invaluable in their efforts to make both ends meet while in college. The National Youth Administration's program of aid to needy college students has been intelligently and effectively administered by that agency and has been fully appreciated as a means of providing self-help for students while furnishing them with occupational experiences of educational and vocational value.

TABLE IV
PART TIME WORK STATISTICS

	1942-1943	1941-1942
Registrations for part time work.....	577	904
<i>Calls for part time workers</i>		
From University departments.....	169	88
From private homes.....	593	661
From business organizations.....	65	37
From fraternities and sororities.....	242	169
Total.....	1,069	955
<i>Earnings for</i>		
	1942-1943	1941-1942
Student earnings through the above calls		
233 students earned 38,217 meals, value.....	\$11,465.10	\$10,329.00
10 students earned 61 months room rent, value.....	732.00	2,004.00
4 students earned 32 months room and board.....	1,344.00	1,932.00
366 students earned through cash jobs.....	4,005.00	3,327.94
Total.....	\$17,546.68	\$17,592.94
N. Y. A. payroll for the year.....	\$12,247.49	\$46,366.10
Total earnings through the Bureau.....	\$29,794.17	\$63,959.04

TABLE V
SUMMARY OF MONTHLY N.Y.A. PAYROLLS

Month	Number of Students Aided		Payroll	
	1942-43	1941-42	1942-43	1941-42
October.....	154	438	\$ 1,758.45	\$ 5,374.67
November.....	156	473	2,216.03	6,561.03
December.....	144	460	1,864.00	6,437.06
January.....	126	434	1,644.73	5,543.09
February.....	114	413	1,636.32	5,773.94
March.....	99	379	1,334.17	5,334.72
April.....	77	351	1,000.99	5,674.21
May.....	57	311	715.30	4,514.40
June.....	3	84	45.50	1,152.98
June 26 to 30.....	2	...	32.00	...
Total earnings.....			\$12,247.49	\$46,366.10
Number of students aided.....			273	492
Average per student.....			\$ 44.87	\$ 94.30

An attempt is made below to report the cash value of student work of all kinds. There are several notable differences from similar figures reported a year ago for the first time. University Dining Hall earnings are much higher, principally because of the extra work available through the operation of the Navy mess-hall. University Department earnings are down simply because this year's report is incomplete and no attempt was made to estimate missing figures, and the local restaurants employed fewer students because New York's present restaurant code makes it almost impossible to employ a minor in such work.

TABLE VI
SUMMARY OF ALL EARNINGS BY UNDERGRADUATE STUDENTS

Source	Number of Students		Amount	
	1942-43	1941-42	1942-43	1941-42
Fraternity and sorority meal jobs	580	593	\$ 80,267.00	\$ 96,320.00
University dining halls.....	462	526	129,565.00	87,000.00
*University departments.....	56	316	15,052.80	39,990.00
Student Agencies.....	44	112	10,780.00	9,500.00
Odd jobs.....	564	534	15,500.00	15,563.00
Local Restaurants.....	27	41	3,507.00	9,678.00
N. Y. A.	273	492	12,247.49	46,366.10
Total.....	2006	2614	\$266,919.29	\$304,417.80

*No complete survey was made this year of students employed by University Departments.

Miscellaneous Placement: Because the University has lacked in the past a central employment office for secretarial and clerical help, the Bureau has served to place the wives of Army and Navy officers assigned to Cornell who have wished work while here. Altogether one hundred and thirty-five registered with the Bureau and eighty-two placements were made, almost all in offices within the University.

PERSONNEL

Two resignations from the staff of the Bureau should be reported. Miss Mary Stewart, B.S. '38, resigned in November after more than a year's excellent service to become an Ensign in the WAVES. Mr. Russell J. Carter, jr., who has efficiently conducted the part-time employment work of the Bureau this past year, resigned to accept a position with the personnel department of a leading manufacturer.

HERBERT H. WILLIAMS,
Director of the University Placement Bureau.

APPENDIX XXVIII

REPORT OF THE DIRECTOR OF THE SCHOOL OF NURSING

To the President of the University:

SIR: I have the honor to submit the report of the School of Nursing for the year 1942-43.

July 1, 1942, marked an important milestone for The New York Hospital School of Nursing when it was identified on its sixty-fifth anniversary as an integral part of Cornell University and became known thereafter as Cornell University-New York Hospital School of Nursing. The old and worthy traditions of the school were in no way discarded but with the stimulus afforded by the opportunities and educational advantages of this affiliation we should anticipate even greater possibilities in our contributions to professional nursing. The New York Hospital continues to provide a residence hall, classrooms, and a field of clinical experience for the students. It also remains the fiscal agent of the school.

Under this affiliation, students entering the school with two years of college work satisfactory to the University are eligible for the degree of Bachelor of Science in Nursing upon the successful completion of the three-year course. Students of unusual merit but with less than the required two years of college preparation may be admitted. All students are granted a diploma in nursing from the Society of the New York Hospital upon graduation.

FACULTY

Miss Lucile Petry, a graduate of The Johns Hopkins Hospital School of Nursing, for many years an Associate Professor of Nursing at the University of Minnesota School of Nursing and more recently a consultant on nursing education on the staff of the United States Public Health Service at Washington, was appointed Dean of the School and Director of the Nursing Service, effective in the ensuing year. At the request of Dr. Thomas Parran, Surgeon General, United States Public Health Service, Miss Petry was granted a leave of absence to remain in Washington until July, 1944, where she has been appointed Director of the Division of Nurse Education under the United States Public Health Service.

In addition to the faculty as already established we were privileged to include the Dean of the Medical College and nine members of his staff. The school has been indebted to many of them over a period of years during which we have sought their advice on specific curricular problems. We are grateful indeed for their willingness to serve with us and their demonstrated interest in our educational progress.

ENROLLMENT

A decided impetus has been given by our University connection to the number of inquiries about the school and to the applications for admission. Coincidental to this, and not to be discounted in the estimated increased interest, is the nation-wide call to young women to prepare themselves for the rapidly growing demand for nurses to meet military and civilian needs. Every school in the country has been asked to increase its enrollment to the limit of its educational facilities. That limit is controlled by the size of the smallest clinical service in which experience is required. Admissions to the school this year totalled 95, an increase of 51% over 1941-42. The anticipated enrollment for the coming year is more than 100% higher than in 1941-42.

Like all other schools which accept students for affiliation we have been urged to extend this service so that those schools with inadequacies in certain clinical fields may be enabled to continue their nursing programs. We are now receiving students for four-months affiliation in Obstetrics or in Pediatrics and, in one instance, for both services from Skidmore College School of Nursing, New York City; Samaritan Hospital, Troy, New York; Moses Taylor Hospital, Scranton, Pennsylvania; and The Burbank Hospital, Fitchburg, Massachusetts.

In addition, we continue to provide four-months courses for graduate nurses in Obstetric, Medical, and Surgical Nursing; a six-months course in Operating Room Technique and Management; and an eight-months course in Psychiatric Nursing. The demands of the Army and Navy and the difficulties encountered in releasing nurses for graduate work have reduced enrollment much below the usual number of 60. Our proposed increase in undergraduate registration will make it necessary for us to discontinue the graduate course in Medical Nursing.

The enrollment in the School on June 30, 1943, was as follows:

First year students.....	80	
Second year students.....	48	
Third year students.....	42	170
<hr/>		
Affiliating students.....	24	
Graduate students.....	13	
<hr/>		
Total.....	207	

During the year, 38 students completed the course. Ten of them have been recommended for the Baccalaureate Degree and 4 more will be so recommended at the end of the summer term.

FEDERAL AID

Federal funds available for nursing education through the United States Public Health Service helped us to meet the increased instruction costs necessitated by a larger enrollment. Tuition scholarships were also granted to several of our students.

This plan for federal support, having failed in its purpose of stimulating sufficient interest in the study of nursing, was superseded by the formation of the United States Cadet Nurse Corps, authorized by the Bolton Act of June, 1943. Membership in the Corps is open to students already enrolled in Schools of Nursing and to those who enter at least ninety days prior to the end of hostilities, provided they agree to serve in essential nursing for the duration of the war.

Plans have been completed for the acceleration of our curriculum as required by the United States Public Health Service for those schools wishing to participate in the Cadet Nurse Program. We anticipate that a large proportion of our student group will apply for membership in the Corps.

SCHOLARSHIP AID AND STUDENT LOANS

We are greatly indebted to the W. K. Kellogg Foundation for a grant of \$4,000 of which \$1,000 was designated for scholarships not exceeding \$200 each for first year students in need of financial help, and \$3,000 was to be used as a student loan fund. Four students benefited by the scholarship fund but thus far there have been no requests for loans.

TEACHING PROBLEMS

Increased enrollment has added considerably to the teaching responsibilities of the faculty. Supervision of the students' nursing practice has been complicated by a 25% reduction and by a 74% turnover in the general staff nurse group. These conditions have made difficult the carrying on of a good teaching program which depends to a degree on a reasonable stabilization of the service. The clinical staff upon whom we depend for many of our lectures has made every effort to help us maintain the usual program although their numbers too have been greatly reduced by the call to military service.

To all of these and to the many others who have so generously helped us, despite unusual pressure of work, we wish to express our understanding appreciation. It is because of such individual willingness to accept cheerfully an ever-increasing load that faculty morale has been sustained.

BESSIE A. R. PARKER,

Director of the School of Nursing and Director of the Nursing Service.